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ABSTRACT

This document reports on one of a series of three surveys conducted on behalf of the Commission on Non-Traditional Study. The chief purpose of this study is to describe in detail the potential market for adult learning. A second general purpose is to analyze the learning activities of men and women who are engaged in adult learning. To gather this information a survey questionnaire was sent to adults (ages 16-60) in a carefully selected national sample of 1,639 households. The document tabulates the data gathered and discussed in detail the various findings of the study concerning the characteristics of adult learners and would-be learners, content of learning interests and activities, credit for learning, reasons for learning, methods for learning, learning locations, barriers to learning, time and cost factors, reporting and guidance, and the desire for a degree. The 14-page questionnaire and the weighting procedures used are appended. (BP)

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LEARNING INTERESTS AND EXPERIENCES OF ADULT AMERICANS

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Educational Testing Service

Berkeley, California

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This is one of three surveys included in the Research Program on Non-Traditional Studies, conducted on behalf of the Commission on Non-Traditional Study by Educational Testing Service with assistance from the Center for Research and Development in Higher Education, the College Entrance Examination Board, and the Response Analysis Corporation. The Research Program was carried out with funding from the Carnegie Corporation of New York and the Educational Foundation of America.

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INTRODUCTION

Few people need reminding that the education scene in America has been changing rapidly indeed in the past decade. Of the many trends, two have related especially to the older population. The first is an expanding awareness among adults of the value of, and often the necessity for, continued learning throughout their lifetimes. The second is a new understanding among educators that learning need not necessarily take place in the classroom and on the campus -- that learning can occur through a variety of "non-traditional" modes.

To offer leadership in the emerging domain of off-campus adult education, the Commission on Non-Traditional Study was formed with the tasks of analyzing the dimensions of this new learning field and charting some possible directions for policy. To inform its deliberations and recommendations, the Commission sponsored several research projects. This is a report on one of those studies.

The chief purpose of this project* is to describe in some detail the potential market for adult learning -- subject matter interests, preferred settings for learning, reasons for adult learning, and other related issues. A second general purpose is to analyze the learning activities -- subjects studied, methods used, and so forth -- of men and women who presently <u>are</u> in fact engaging in adult learning.

To gather this information, a survey questionnaire was first designed in the Berkeley office of Educational Testing Service. Between

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* Referred to as Study I in the report of the Commission on Non-Traditional Study (<u>Diversity by Design</u>, San Francisco, Jossey-Bass, 1973).

May and August (of 1972) this form was delivered by a commercial survey organization to adults between ages 18 and 60 residing in a carefully selected national sample of 1,639 households. Processing and variously tabulating the questionnaire responses took place at ETS-Berkeley.

Like most survey research reports, this one makes heavy use of tables -- some 28 in all. Many readers, however, will be satisfied to read the text only, in which we attempted to point to all the highlights in the data. Others will wish to examine the tables closely in order to verify in detail the presence or absence of particular relationships of interest.

There proved to be a good many surprises in the results. Many of the findings were heartening, such as some three-fourths of all American adults expressing interest in continued learning of some kind. Some were sobering, as will be the finding, for academic professionals, of relatively small interest in studying academic subjects (as compared to, say, vocational or avocational topics).

All the results are best regarded as general indicators of adult learning interests and activities, rather than definitive descriptions.* Caution is particularly appropriate, because of the relatively small numbers of respondents, in interpreting the data from the various sub-samples delineated in the survey -- Black adults, women aged 55 to 60, widowed or divorced people, and so forth. Nonetheless we trust that the information set forth in this report can be of very considerable use to educational planners weighing various policy alternatives for

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* Experience with educational market surveys has consistently shown a sizable discrepancy, for example, between stated intentions and actual behavior (e.g., indicating interest in some kind of study and actually enrolling for the study).

the continuing learning of American adults.

* * *

We wish to acknowledge the able contribution of a number of ETS associates who assisted on the project. Barbara Greenberg, as research assistant, helped in questionnaire design and in editing and coding the returns. Andrew York, with great resourcefulness, programmed the immense computer analysis. Carol Vale consulted on various statistical matters. Sandy Kessler was the chief typist. Carol Hoag, Patricia Seymour and Betty Hanks assisted in the preparation of tables.

We also wish to express our appreciation to Reuben Cohen and Charlotte Slider of the Response Analysis Corporation for their splendid work and cooperation in the data-gathering phase of the project.

SURVEY METHOD

The Survey Questionnaire

In the late spring of 1972, a questionnaire (Appendix A) was designed by the present authors to gather information related to the several issues and questions that had been emerging as critical in the delivery of non-traditional learning. Perhaps most important, we were desirous: (1) that respondents would be able to indicate their subject matter learning interests from a range of topics that was not limited to the common academic and vocational subjects but instead included a wide range of content -- from engineering to occult sciences;* and (2) that respondents could select preferred learning modes from a range that included extension courses, correspondence courses, on-the-job training, private lessons, TV courses, and independent study, as well as standard classroom instruction.

In addition to subject content and learning methods, questions were written focusing on desire for credit of various types, preferred places of study, time factors in learning, reasons for learning, willingness to pay, guidance needs, and perceived barriers to learning. Questions related to these factors were asked both of what we will be referring to as "Would-Be Learners" and (actual) "Learners." Several biographical questions were also included for analytic purposes, as will be discussed shortly.

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* One model for the content list (question 2, page A-2) was the Johnstone-Rivera study of 1965, which explored a wide range of learning interests. (Johnstone, John W.C. and Rivera, Ramon J., Volunteers for Learning, Aldine, Chicago, 1965).

The 34 questions comprising the form (a precoded multiple-choice format) were designed to be self-administering, to require a short time -- 30 minutes on the average -- for respondents to complete, and to be generally simple to answer. The various items were omitted by an average of about five percent of the respondents, with the question concerning family income drawing the highest nonresponse rate (15 percent).

Data Collection and Sample

Sample selection and data collection were sub-contracted to the Response Analysis Corporation (RAC) of Princeton, N.J. In mid-1972, the basic survey universe included approximately 104 million persons aged 18 to 60 living in private households in the continental United States, and who were not full-time students. Using the most recent census information and systematic random procedures to select specific geographic locations, households, and individuals, RAC derived a national probability sample of 2,515 households. In the summer of 1972 their interviewers visited these homes and identified residents aged 18 to 60. Screening (up to four visits) to determine if there was an eligible respondent was completed at 83 percent (2,090) of the households in the sample. Of the screened households, 78 percent (1,639) had at least one eligible respondent.

Questionnaires were left at the homes, completed by designated respondents, and picked up on a return visit by the interviewer. About three percent of the questionnaires were completed as personal interviews; these were respondents who were illiterate, non English-reading, or handicapped in some way so that assistance was needed. No more than two questionnaires were left at any one household.

A total of 2,974 people aged 18 to 60 in the screened eligible households were asked to fill out the survey. Questionnaires were, in fact, completed by 2,004 respondents in 1,248 households -- 67 percent of the people asked to fill out the form. Seven percent of the designated respondents could subsequently not be reached at home after three return visits; 26 percent, for one reason or another, refused to fill out the form. For the purposes of this study, full-time students, of which there were 111 surveyed, were omitted from the analysis. The final sample, then, consisted of 1,893 respondents.

Each of the 1,893 respondents was assigned a weight to make the sample comparable to the general American adult population, exclusive of full-time students. Each weight was a combination of three adjustments -- a weight to adjust for the size of the respondent's household; a weight for the geographic location of the respondent; and one for the age, sex, race, and educational attainment of the respondent. (See Appendix B for a more complete description of the weighting procedures.) These adjustments resulted in a weighted sample size (N_w) of 3,910, which figure is the basis for all calculations in this report.

Comparisons Among Subsamples

To enable comparisons among various demographically-defined subsamples, questions relating to the respondent's sex, age, race, marital status, educational attainment, occupation, job status, region of country and size of community were included in the survey. The percentage figures in Table 1.1 on page 14 indicate the relative size of each of the resulting subsamples within the total sample (column 1), among the Would-Be Learners (column 2), and the Learners (column 3). The smallest subsamples of Would-Be Learners (men aged 55 to 60, and Black men) have

a minimum of 120 weighted cases. The smallest subsamples of Learners (widowed/divorced, and individuals with no more than eight years of schooling) have at least 60 weighted cases. Subsamples formed on the basis of two respondent characteristics -- age and sex, race and sex -- are subgroups of Would-Be Learners only.

Most of the subgroups used in the 28 tables are self-explanatory from the labels used (see the questionnaire, items 15 and 27 through 34, pages A-9, A-13, and A-14). The racial, educational, occupational, and geographic subgroups, however, need further explanation.

Respondents who indicated they were Latin American, Puerto Rican, Asian, American Indian or of some other race besides white or Black (2.4 percent of the total weighted sample) were included only in the percentages for "all respondents."

Of the five education categories, two involved college work. The first, "some postsecondary education," was comprised of those who had attended a business or trade school in addition to high school or who had spent one to three years in college; the group also included respondents who had earned two-year college degrees. The second, "college graduation or more," was comprised of recipients of a four-year college degree as well as respondents who had gone on to a graduate or professional school and who had earned an advanced degree.

Respondents were asked to write a brief description of the kind of work they usually do. As far as possible, these descriptions were coded according to the Bureau of Census classifications. More particularly, men and women classified as "unskilled/semiskilled" included farm workers, construction laborers, stock handlers, service workers, and those with no usual occupation; "skilled" included craftsmen, mechanics, and technicians

in jobs requiring apprenticeships or considerable on-the-job training; "sales/clerical" -- salespersons and office workers such as secretaries and bookkeepers; "small business" -- owners, managers or partners of small businesses, and lower-level governmental officials; "professional/large business" -- professionals requiring a bachelor's or advanced degree, owners of large businesses, and high-level executives and administrators in large businesses or governmental agencies. Women also were divided into two subsamples: (1) full-time housewives (39 percent of the women respondents) and (2) non (full-time) housewives -- single women or women working outside of the home.

The survey sample was divided according to geographic region of the country using the Census Bureau classification scheme.* Respondents classified as "urban" included all urban or central city residents in Standard Metropolitan Statistical Areas (SMSA's) as defined by the Bureau of Census, and also residents of cities in counties with a minimum population of 50,000 in 1970. "Rural" respondents included all residents of sparsely populated areas and residents living outside of cities and urban areas in SMSA's.

In general, there were few important differences among the subsamples beyond the characteristic used to create each subgroup (sex,

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* "Northeast" included the New England states and New Jersey, New York, and Pennsylvania. "Northcentral" included Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. "South" included Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. "West" included Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming (Alaska and Hawaii were not in the sampling frame used by RAC).

race, and so forth). However, the composition of several of these subgroups needs additional clarification.

Educational level, of course, is related to occupational level. Thus, the largest proportions of people in unskilled and semiskilled jobs had less than 12 years of schooling, and the majority of respondents in professional and large business positions were college graduates. Women were overrepresented in the sales and clerical subsample, and underrepresented in the other occupations. Four-fifths of the men (one-third of the women) had full-time jobs outside of the home.

The chief differences (besides race) between the white and Black subsamples were the larger proportions of Blacks who were unmarried and who had less than a high school education. With regard to the marital status subsamples, most of the widowed or divorced respondents were women, and most of the single people were under age 25. Finally, the Western subsample, compared to the other regional groupings, had fewer Blacks and larger proportions of people who had attended college; the Southern subsample had more rural respondents.

Translating Sample Results into Population Projections

One purpose for the weighting procedures outlined in Appendix B was to enable somewhat more accurate projections of sample results to the total survey universe. All the results presented in this report are percentages (of the survey sample or subsamples); there are no population projections. To make such estimates of the numbers of American adults corresponding to any of the percentages, one would use 104 million people as the universe or population. The number of Would-Be Learners in the sample (3,001, or 77 percent of the weighted total sample, as shown in column 10 of Table 2.2) can be projected to

represent 80 million people. In like manner, the number of Learners in the sample (1,207, or 31 percent of the weighted sample, as shown in column 10 of Table 2.5) can be projected to represent about 32 million. The size of population subgroups of Would-Be Learners and Learners can be similarly estimated with the percentages in column 2 and 3 of Table 1.1.*

Such population estimates should be made with caution. Percentages of a nationwide sample of the size used in this survey (1,893 unweighted cases) can have a margin of error of as much as three percent -- representing more than three million people. Percentages of the various subsamples are subject to much larger margins of error.

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* For example, the subgroup Black Would-Be Learners (9 percent, as indicated in column 2) would represent about 7.2 million people; Black Learners (6 percent, from column 3), about 1.9 million people. By examining Table 2.2, an estimate can be made of, for example, the number of Blacks interested in vocational subjects -- 4 million (56 percent of 7.2 million). Population projections can be derived in a similar manner for any subgroup on any of the items included in the survey.

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CHARACTERISTICS OF ADULT LEARNERS AND WOULD-BE LEARNERS

In this initial discussion of survey results, we consider briefly some of the characteristics of the two subgroups (from the survey sample) whose learning interests and experiences will be the main elements in the substantive analyses to be set forth in the balance of this report. These two groups will be referred to as Learners and Would-Be Learners. The former are the 1,207 (weighted) respondents in the sample who reported having been engaged in learning (having "received instruction in") some subject or skill in the past twelve months. The latter, the Would-Be Learners, are 3,001 (weighted) individuals (from the total weighted sample of 3,910) who indicated an interest in some kind of further learning.*

As can be read in the top two rows in the Table 1.1, there is no tendency for either sex to be more oriented than the other toward continued learning. The percentage of men and women in the two subsamples, and in the total sample, are practically identical.

In terms of age, the subgroup of Learners tends to be somewhat younger than the general adult population.** Forty percent of the Learners are under age 30, compared to 32 in the total sample; many young adults presumably are engaged in occupational training. Forty-eight percent of the Learners are age 35 or older, as compared to 57 percent in the total sample. The rates of both interest in and actual

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* See item 1 of the questionnaire (page A-2) for the exact wording of the item used in forming the subgroup of Would-Be Learners.

** The slightly higher figure for the youngest age category, 12 percent, can not be attributed to the fact of the respondent having been a full-time student in the past year. See question 17 on page A-10.

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Table I.1

Characteristics of Learners and Would-Be Learners

	Percent completing questionnaires (N_w = 3910) 1 All respondents	Percent interested in learning (N_w = 3001) 2 Would-Be Learners	Percent who participated in learning (N_w = 1207) 3 Learners
Personal characteristics			
Sex:			
Male	48	46	49
Female	52	54	51
Age:			
18-24	18	20	22
25-29	14	15	18
30-34	12	12	12
35-44	22	21	20
45-54	23	22	20
55-60	12	9	8
Age X Sex:			
Male:			
18-24	9	10	12
25-29	7	7	9
30-34	5	5	6
35-44	11	10	10
45-54	11	10	8
55-60	6	4	4
Female:			
18-24	9	10	10
25-29	7	8	9
30-34	6	7	6
35-44	11	11	10
45-54	12	12	11
55-60	6	5	4
Race:			
White	87	88	90
Black	10	9	6
Race X Sex:			
Male:			
White	42	40	44
Black	4	4	2
Female:			
White	45	47	45
Black	5	5	3
Marital status:			
Single	12	14	18
Married	79	78	76
Widowed/divorced	7	7	5
Socio-economic characteristics			
Formal schooling:			
1-8 years	14	10	5
9-11 years	19	18	12
12 years	38	38	38
Some postsecondary	13	15	21
College graduation +	11	13	21
Occupation:			
Unskilled/semiskilled	25	22	16
Skilled	15	15	18
Sales/clerical	17	19	20
Small business	7	7	7
Prof/large bus	8	10	16
Housewife(female)	20	20	19
Non-housewife(female)	27	30	29
Job status:			
Full-time employed	55	55	57
Part-time employed	9	10	10
No job	34	33	31
Geographic characteristics			
Region:			
Northeast	23	24	22
Northcentral	29	28	27
South	34	33	30
West	14	16	21
Type of community:			
Urban	74	78	81
Rural	26	22	19

participation in learning activities decline slightly during the early 30's, and then again after age 55. This age pattern is essentially the same for both men and women.

Comparing Blacks and whites, there is again a small difference in the composition of the sample of Learners, with the Blacks slightly underrepresented (six percent, as against ten percent in the total sample). The slightly larger proportion of women among the Would-Be Learners, it can be seen, are for the most part white women.

With regard to marital status, the high incidence of single people among the Learners (18 percent) would be related to the relatively young age of this subsample. Interestingly, the percentage of widowed and divorced respondents among the Would-Be Learners is no different than it is in the total sample.

We come now to two socio-economic characteristics -- educational and occupational level-- which are factors that do substantially differentiate the Learners from the general population (and from the Would-Be Learners as well). Whereas 33 percent of the total sample have not completed secondary school, half as many (17 percent) among the Learners never finished high school. Correspondingly, nearly twice as many Learners (42 percent), compared to the total sample (24 percent), have had some formal postsecondary education. Clearly, adults in America who have engaged in learning activities in the past year tend to be people who are already relatively well educated.

The situation is similar with respect to occupational level. One-fourth (25 percent) of the general population (men and women) indicated having unskilled occupations; the corresponding figure in the sample of Learners is 16 percent. At the other end of the occupational spectrum,

16 percent of the Learners are professionals or executives of large businesses, in contrast to half that number (eight percent) in the general population.

No differences between the two subgroups and the total sample are apparent in the numbers of women respondents who are either (1) housewives or (2) non-housewives, i.e., single or working outside the home. The percentage of (full-time) housewives, for example, among the Learners (and Would-Be Learners) is no different than the percentage of housewives in the general population.

Likewise the groups are not different in terms of the job status breakdown -- employed full-time, employed part-time, and no job (which would include most of the full-time housewives!).

Looking at the figures for region of the country, the one notable finding is that a disproportionately large number of Learners reside in the West -- 21 percent, compared to 14 percent in the total sample. Conceivably this is to some extent due to the generally higher level of formal education among adult Westerners, again partially the result of wider postsecondary education opportunities in the West (e.g., in California).

When the samples are divided according to whether respondents reside in urban or rural communities, one sees the tendency for urban dwellers to be more heavily represented among both the actual Learners, and to a lesser extent, among the Would-Be Learners. Presumably these differentials are at least in part because of the greater availability of educational facilities in metropolitan areas.

CONTENT OF LEARNING INTERESTS AND ACTIVITIES

This section of the report is divided into two roughly equal halves. The purpose in the first half is to consider in some detail the fields of knowledge, skill, or activity in which American adults wish to study and learn. In the second half, the focus is on what subjects the Learners report they have in fact been studying.

With regard, first, to learning interests (wishes), the Would-Be Learners were asked to indicate from a list of 48 topics:

(1) all the subjects they would be interested in learning; and then,

(2) the one topic they would "most like" to learn.

The tabulations for both questions are given in Table 2.1. The figures (percentages) are based on all the people in the survey (3,001 out of 3,910) who reported interest in learning something new (i.e., the Would-Be Learners). Tabulations of "any interest" in the subject are in the left-hand column; "first choice" percentages are on the right. The latter total to 100 percent (within rounding errors).

For purposes of various subsequent analyses, the responses to the 48 content alternatives were combined into eight broader content categories.* Percentage rates of interest (both "any interest" and "first choice") for these general categories are also shown in Table 2.1.

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* The eight-way content typology approximates the one developed by Johnstone and Rivera (op. cit.).

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Table 2.1

Content of Learning Interests
Percent of those interested in learning (N_w = 3001)

	1 Interest in topic	2 First choice interest in topic
General education	48	13
Basic education	13	4
Biological sciences	8	1
Creative writing	13	1
English language	8	1
Great Books	11	0
Humanities	16	2
Languages	16	2
Physical sciences	6	0
Social sciences	9	1
Vocational subjects	78	43
Architecture	6	1
Business skills	26	9
Commercial art	12	2
Computer science	14	2
Cosmetology	10	2
Education	10	1
Engineering	9	2
Industrial trades	22	4
Journalism	4	0
Law	12	2
Management skills	16	3
Medical technology	10	2
Medicine	5	1
Nursing	13	4
Salesmanship	7	1
Technical skills	19	5
Agriculture	11	3
Hobbies and recreation	63	13
Crafts	27	3
Fine and visual arts	16	2
Flight training	11	2
Performing arts	14	2
Safety	16	0
Sports and games	28	2
Travel	22	2
Home and family living	56	12
Child development	17	4
Gardening	26	2
Home repairs	25	2
Sewing, cooking	27	4
Personal development	54	7
Investment	29	4
Occult sciences	7	0
Personal psychology	15	2
Physical fitness	26	1
Public speaking	11	0
Religion	15	3
Public affairs	36	5
Citizenship	4	1
Community problems	14	1
Consumer education	15	1
Environmental studies	15	1
Public affairs	12	0
Other topic	3	1

Learning Interests in the General Adult Population

The two indices -- "any interest" and "first choice" -- yield fairly similar but by no means identical patterns of results. Consider first the various subjects and skills which American adults report any interest in learning.

Of the 48 subjects listed, investment (and related financial matters) leads the list, with 29 percent of the sample reporting interest. Following very closely behind are sports and games, with 28 percent indicating interest, and crafts, and sewing and cooking, in both of which areas 27 percent of the sample report an interest in learning. Also ranking high are business skills, gardening, and physical fitness, all drawing 26 percent learning interest rates.

When the 48 topics are combined into the eight broader content domains, the category of vocational subjects is the most popular, with 78 percent of the sample reporting interest in one or another of the 16 topics included in that domain. The category of hobbies and recreation is second in terms of "any interest" popularity, with the home and family living and personal development content categories following not far behind.

While the "any interest" figures in the left-hand column of Table 2.1 shed light on all the kinds of things American adults say they are interested in learning about, the "first choice" figures in the second column are perhaps a sharper indication of just what kind of learning people would engage in if and when they in fact get down to it. The latter would pertain more directly to the immediate market for adult education.

Here it is clear that various occupation-relevant subjects are the ones in which the largest numbers of adults would "most like to study or learn." Of the 48 topics, business skills (such as typing, accounting, bookkeeping), by a sizable margin, is the most frequent first choice -- the first choice of nine percent of the sample. Five percent report technical skills (such as auto mechanics, TV repair, drafting) as their first choice. Following with equal four percent first choice rates are: basic education (reading, basic math, writing), industrial trades, nursing, child development, sewing and cooking, and investment.

When the range of content topics is considered in terms of the eight broad categories, it is all the more clear that the vocational subjects are of the most immediate interest to the general adult population. Almost half (43 percent) report one or another of the 16 subjects in this category to be their first choice learning interest. The remaining seven domains follow well down, with first choice rates ranging from 13 percent for general education and for hobbies and recreation down to three percent for the agriculture and the religion categories.

It is interesting to consider the pattern of differences between the "any interest" and "first choice" responses. Thinking in terms of the eight content categories, half or more of all American adults report some interest (i.e., "any interest") in five of the eight general domains. However, their first choice learning preferences clearly center on practical, often job-related, topics — the vocational subjects (e.g., business, technical, and industrial skills), basic (literacy) education, child development, sewing and cooking, and investment. One

notes several specific subjects for which there are especially large discrepancies between professed general interest and first choice priority: crafts, sports and games, gardening, and physical fitness.

Who Is Interested in Learning What

At this point we consider the general question of who -- as defined by various demographic factors -- is interested in learning what subjects. In presenting this analysis, we will be drawing on two sets of tabular data. In Table 2.2 the 48 content areas are collapsed into the eight broader categories as shown in Table 2.1. Table 2.3 presents similar results for the ten content topics (of the 48) which are most preferred by either men or women (for a total, as it turned out, of 18 topics). The data in both tables are first choice interests, the response given on item 3 of the questionnaire.

All the figures in both tables are percentages of the 3,001 (weighted) individuals who indicated an interest in learning something (the Would-Be Learners). In Table 2.2 the entries in each row for the eight fields total to 100 percent (within rounding errors). In Table 2.3, depending on the subgroup of respondents (the row), the percentages total to between 51 and 87 percent; that is, these 18 content areas account for well over half of all first-choice learning interests indicated. In discussing the learning interests of the various subgroups, our strategy will be to comment on the results from both tables more or less simultaneously.

Looking at Table 2.2, one is as much struck by the similarities as by the disparities. Interest in learning some subject (extreme right-hand column) is fairly similar for the overall male and female populations (74 and 80 percent respectively). As regards the content categories,

Table 2.2

Interest in Field of Learning (First Choice); Interest in Learning Some Topic

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	Percent of those interested in learning (N_w = 3001)									Percent of all respondents (N_w = 3001)
	1 Vocational subjects	2 General education	3 Hobbies, recreation	4 Home and family	5 Personal development	6 Public affairs	7 Agriculture	8 Religion	9 Other, no response	10 Topic, any field
All respondents	43	13	13	12	7	5	3	3	2	77
Personal characteristics										
Sex:										
Male	46	12	13	5	8	6	6	2	2	74
Female	40	13	14	18	6	3	1	3	2	80
Age:										
18-24	47	12	16	9	4	3	4	2	3	87
25-29	42	13	11	15	9	5	4	1	1	84
30-34	48	13	9	12	7	4	2	3	2	81
35-44	46	11	14	11	6	5	2	3	2	73
45-54	41	14	12	13	8	6	1	3	2	76
55-60	30	16	17	13	8	4	6	7	0	58
Age X Sex:										
Male:										
18-24	49	13	18	0	4	3	8	3	2	90
25-29	51	10	9	7	8	5	8	1	2	81
30-34	46	16	9	2	10	9	2	4	2	78
35-44	49	8	11	9	8	8	4	2	2	68
45-54	42	14	13	6	10	9	2	2	3	73
55-60	36	16	15	6	9	2	13	3	1	52
Female:										
18-24	45	10	15	19	4	2	0	1	4	85
25-29	34	15	13	21	9	6	0	1	1	87
30-34	49	10	10	19	4	1	2	3	3	83
35-44	43	13	16	13	5	3	1	4	1	78
45-54	39	14	12	19	7	3	0	5	1	78
55-60	24	16	19	19	7	5	0	10	0	65
Race:										
White	42	12	14	12	7	4	3	3	2	77
Black	56	18	5	9	2	3	3	3	0	70
Race X Sex:										
Male:										
White	45	12	13	5	9	5	6	2	2	73
Black	60	14	11	0	3	6	6	0	0	72
Female:										
White	40	12	15	18	6	3	1	3	2	81
Black	53	22	0	17	2	1	0	5	1	70
Marital status:										
Single	40	13	24	5	5	3	4	2	4	87
Married	43	12	12	13	7	5	3	3	2	75
Widowed/divorced	50	10	10	14	6	4	2	3	2	75
Socio-economic characteristics										
Formal schooling:										
1-8 years	36	29	5	14	2	0	5	7	2	55
9-11 years	48	10	13	16	2	6	2	3	2	75
12 years	47	8	11	12	7	4	4	3	3	77
Some postsecondary	44	12	18	9	7	6	0	3	0	89
College graduation +	32	16	22	9	12	5	2	1	1	91
Occupation:										
Unskilled/semiskilled	43	12	13	9	3	4	8	5	3	68
Skilled	53	12	9	6	8	6	2	2	2	74
Sales/clerical	46	15	13	10	9	2	2	1	2	86
Small business	41	13	16	4	10	10	5	0	2	79
Prof/large bus	32	16	22	9	12	6	2	1	1	90
Housewife (female)	36	9	15	25	6	4	0	5	1	77
Non-housewife(female)	42	15	14	14	6	2	1	2	2	84
Job status:										
Full-time employed	45	12	13	8	8	5	4	2	2	77
Part-time employed	42	21	12	7	5	4	3	3	3	88
No job	40	10	14	20	6	3	1	5	2	75
Geographic characteristics										
Region:										
Northeast	41	19	14	11	6	4	2	1	2	78
Northcentral	43	9	12	15	7	6	3	4	1	73
South	46	12	12	11	5	4	3	4	2	74
West	40	10	18	10	11	4	3	3	2	89
Type of community:										
Urban	42	14	14	12	7	5	2	2	2	81
Rural	45	9	11	14	6	4	6	5	1	65

40 percent of the women respondents, as compared to 46 percent of the men, indicate a vocational field, a subject that would presumably have implications for entering the job market or for advancing in one's present work. The differences in interest in agricultural (men, six percent; women, one percent) and home and family courses (men, five percent; women, 18 percent) are to be expected, given the usual sex-role stereotypes in America. For the other general categories -- general education, hobbies and recreation, public affairs, and so forth -- the differences between the sexes are negligible.

The figures in Table 2.3 indicate that within the broad vocational category, women are especially interested in business (secretarial, bookkeeping, and related) skills, while men are disproportionately oriented toward technical skills, engineering and industrial trades.

The extent of interest in various kinds of learning on the part of adults of different ages is also indicated in the two tables. One sees in the far right column of Table 2.2 that interest in engaging in some kind of learning remains at a fairly high level from the youngest category (under age 25) through the age 45-54 category, and substantially drops off only for the oldest category considered. Even in the over-55 category, more than half (58 percent) of the respondents indicate interest in learning. Sex differences by age are substantial; for men, the decline in interest in learning with age is quite large, ranging from 90 percent in the youngest category down to 52 percent in the oldest subgroup. Among women, the decline is more modest -- from 85 percent down to 65 percent.

Rates of interest in engaging in some kind of learning for whites and Blacks are not notably different (77 and 70 percent respectively). Blacks report substantially greater interest in vocational subjects

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Table 2.3

Interest in Topics (First Choice) - Topics Most Frequently Mentioned by Males or Females
Percent of those interested in learning (N_w = 3001)

	1 Business skills	2 Technical skills	3 Industrial trades	4 Sewing, cooking	5 Nursing	6 Child development	7 Investment	8 Basic education	9 Agriculture
All respondents	9	5	4	4	4	4	4	4	3
Personal characteristics									
Sex:									
Male	3	10	10	0	0	1	5	4	6
Female	14	0	0	8	8	6	3	3	1
Age:									
18-24	10	8	3	3	3	6	1	5	4
25-29	4	3	6	3	5	7	5	3	4
30-34	8	2	8	4	7	6	3	5	2
35-44	10	6	4	5	4	1	4	3	2
45-54	10	5	4	6	5	1	6	3	1
55-60	9	3	5	5	2	0	5	5	6
Age X Sex:									
Male:									
18-24	6	16	5	0	0	0	2	6	8
25-29	1	7	14	0	0	1	3	2	8
30-34	2	4	18	0	0	1	5	5	2
35-44	3	12	8	0	0	0	6	3	4
45-54	3	10	9	0	0	1	8	3	2
55-60	2	7	10	0	0	0	6	9	13
Female:									
18-24	15	0	0	6	7	13	0	3	0
25-29	7	0	0	6	9	12	6	5	0
30-34	12	0	0	7	12	10	1	5	2
35-44	16	0	0	9	7	2	2	3	1
45-54	16	0	0	11	9	1	4	3	0
55-60	15	0	0	9	4	0	4	1	0
Race:									
White	9	4	5	4	4	4	4	3	3
Black	16	12	6	7	13	0	1	13	3
Race X Sex:									
Male:									
White	2	9	10	0	0	1	6	4	6
Black	17	27	13	0	0	0	0	8	6
Female:									
White	14	0	0	8	7	7	3	2	1
Black	15	0	0	12	24	1	2	17	0
Marital status:									
Single	8	7	2	1	4	2	2	3	4
Married	8	5	5	5	4	4	4	4	3
Widowed/divorced	15	0	2	5	11	2	4	3	2
Socio-economic characteristics									
Formal schooling:									
1-8 years	6	8	7	7	7	0	1	15	5
9-11 years	13	8	8	5	6	6	1	6	2
12 years	11	3	3	4	5	4	4	1	4
Some postsecondary	6	2	4	4	3	3	5	1	0
College graduation +	4	3	3	3	2	2	7	0	2
Occupation:									
Unskilled/semiskilled	6	8	9	3	5	2	2	6	8
Skilled	5	9	14	1	0	2	5	4	2
Sales/clerical	15	3	1	3	4	5	6	2	2
Small business	7	0	1	0	3	1	6	2	5
Prof/large bus	3	2	2	3	2	2	9	1	2
Housewife(female)	12	0	0	11	8	3	1	3	0
Non-housewife(female)	15	0	0	6	8	5	4	3	1
Job status:									
Full-time employed	6	6	7	2	2	2	5	3	4
Part-time employed	11	5	3	4	5	1	4	6	3
No job	13	2	1	8	8	7	2	4	1
Geographic characteristics									
Region:									
Northeast	12	3	3	4	6	4	4	4	2
Northcentral	8	4	5	6	5	4	5	2	3
South	8	7	5	5	4	3	2	6	3
West	8	4	4	2	2	4	5	1	3
Type of community:									
Urban	9	4	4	4	4	4	4	3	2
Rural	7	6	6	5	5	3	3	5	6

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Table 2.3 (continued)

Interest in Topics (First Choice) - Topics Most Frequently Mentioned by Males or Females
Percent of those interested in learning (N_w = 3001)

	10 Management skills	11 Crafts	12 Religion	13 Engineering	14 Computer science	15 Cosmetology	16 Medical technology	17 Law	18 Home repairs
All respondents	3	3	3	2	2	2	2	2	2
Personal characteristics									
Sex:									
Male	5	1	2	5	4	0	0	3	3
Female	2	5	3	0	1	4	4	1	1
Age:									
18-24	1	2	2	5	2	4	2	2	0
25-29	3	3	1	2	2	2	2	3	2
30-34	2	4	3	3	3	2	4	2	0
35-44	6	4	3	2	2	3	2	2	4
45-54	4	4	3	0	3	1	2	2	4
55-60	2	3	7	1	3	0	1	1	2
Age X Sex:									
Male:									
18-24	2	0	3	10	1	0	0	2	0
25-29	4	2	1	5	4	0	1	6	5
30-34	2	0	4	6	5	0	0	3	1
35-44	9	1	2	4	4	0	0	2	7
45-54	7	3	2	0	5	0	1	5	4
55-60	3	2	3	2	4	0	0	2	4
Female:									
18-24	0	5	1	0	2	8	4	2	0
25-29	1	4	1	0	0	4	4	0	0
30-34	1	6	3	0	2	3	6	1	0
35-44	4	6	4	0	1	5	4	1	1
45-54	2	5	5	0	1	1	3	0	3
55-60	1	3	10	0	1	0	2	1	0
Race:									
White	4	3	3	2	2	2	2	2	2
Black	0	0	3	0	1	0	3	0	2
Race X Sex:									
Male:									
White	6	1	2	5	4	0	0	4	4
Black	0	0	0	0	2	0	0	0	0
Female:									
White	2	5	3	0	1	4	4	1	1
Black	1	0	5	0	0	0	6	0	4
Marital status:									
Single	2	3	2	2	2	3	1	3	1
Married	4	3	3	2	2	2	2	2	2
Widowed/divorced	3	4	3	6	3	3	2	0	4
Socio-economic characteristics									
Formal schooling:									
1-8 years	1	1	7	2	0	3	0	0	3
9-11 years	1	3	3	2	1	3	1	1	3
12 years	4	3	3	2	3	3	4	2	2
Some postsecondary	5	3	3	4	3	0	2	3	1
College graduation +	5	6	1	0	3	0	1	6	3
Occupation:									
Unskilled/semiskilled	1	3	5	3	1	2	2	1	3
Skilled	7	1	2	8	1	0	2	2	2
Sales/clerical	3	4	1	1	3	2	4	2	1
Small business	14	2	0	1	6	0	0	3	2
Prof/large bus	4	6	1	1	4	1	1	7	4
Housewife(female)	0	5	5	0	0	5	3	0	1
Non-housewife(female)	3	6	2	0	1	3	5	2	1
Job status:									
Full-time employed	6	3	2	3	4	1	1	3	3
Part-time employed	0	6	3	4	0	1	4	3	1
No job	1	4	5	0	1	4	4	0	1
Geographic characteristics									
Region:									
Northeast	1	3	1	1	2	1	2	2	1
Northcentral	3	3	4	3	3	2	3	3	3
South	4	4	4	3	2	3	2	2	2
West	7	4	3	1	4	2	1	1	1
Type of community:									
Urban	4	3	2	2	3	2	2	2	2
Rural	3	3	5	4	1	3	2	1	3

than do whites (56 compared to 42 percent), and less interest in pursuing learning in the areas of hobbies and recreation. The latter is a luxury that Black women seem totally unable to afford. These patterns make sense given the general difference in economic circumstances between whites and Blacks in the country.

From Table 2.3, it is apparent that learning interests of Blacks are heavily concentrated in certain fields to the total exclusion of other fields. The interests of Black men center on technical and business related skills; for Black women, they are focused on basic education, business skills, and nursing.

Single people, presumably mainly because of greater available time, are more interested in some kind of learning than are either married people or widowed or divorced individuals. Interestingly, singles have a relatively strong first choice interest in the area of hobbies and recreation (the 24 percent figure is the single highest in the column). Widowed or divorced respondents, of whom 74 percent are women, are disproportionately oriented toward vocational subjects, no doubt chiefly for purposes of economic self-sufficiency. Business skills and nursing are areas of particular interest for this group (Table 2.3).

Moving down the tables to the socio-economic characteristics, it is clear that there is strong relationship between level of formal education completed and desire to engage in some kind of adult learning. The percentage rates in the right hand column of Table 2.2 range from 55 percent for the category completing no more than an elementary education to 91 percent for the college graduate subgroup, with the largest discrepancies falling between the elementary-only and some high school (75 percent) subgroups, and between high school graduates (77 percent)

and those with postsecondary work (89 percent).

Looking further at Table 2.2, the relatively high value for the general education subjects (29 percent) in the case of the eight-years-or-less-education subgroup reflects the interest in basic (literacy) education on the part of that subgroup (as shown in Table 2.3). One also notes the greater interest in hobbies and recreation with more formal education, and also a trend toward wider interest in topics related to personal development. Both in a sense are "luxuries" that can be afforded by the better educated and more affluent.

Occupational level of course is highly related to educational level, and the patterns of learning interests according to either dimension are fairly similar. One difference is that individuals in skilled (and to some extent, unskilled and semiskilled) occupations report greater interest in studying essentially vocational subjects, such as (from Table 2.3) engineering, industrial trades, and technical trades. These men (only 13 percent in the skilled subgroup were women) seem quite obviously concerned in some sense to upgrade their work-lives. Likewise, the people in the "small business" subgroup are disproportionately interested in studying management.

All the women respondents in the survey were divided according to whether they are (full-time) housewives or non-housewives (employed outside the home full- or part-time). The chief discrepancy in learning interests between these two groups, perhaps naturally, is that housewives are more interested in studying topics related to home and family.

Somewhat surprisingly, there are few differences among respondents employed full-time, part-time, or not at all. There is no differential interest in vocational subjects, as might have been expected. People

employed part-time (70 percent were women) are disproportionately interested in "general education" topics. People in the "no job" category, of which 83 percent are women, are especially interested in home and family subjects.

We see in considering the results by geographical region of the country that adults living in the West are somewhat more interested in engaging in some kind of learning than are people residing elsewhere. Thus 89 percent of the sample of Westerners, as compared to 73 to 78 percent in the other three regions, report interest in learning some subject. Topics in the areas of hobbies and recreation, personal development, and business management (Table 2.3) are of wider interest to adults in the western part of the country.

Finally, we note (again) that urban residents wish to pursue learning of some kind in proportionately greater numbers than rural people; the percentages (in the right-hand column of Table 2.2) are 81 and 65 percent respectively. Urbanites are relatively interested in general education subjects and in hobby and recreation topics; rural dwellers are more interested in agriculture (naturally) and in religion as topics for further learning.

* * *

In the previous paragraphs we commented on the various subjects and skills that American adults say they would like to learn if they had the chance. In this second half of the section we consider the subject fields that the adult Learners report that they have in fact received instruction in within the past 12 months. Respondents were asked to include all forms of instruction, other than full-time enrollment

in a school or college -- evening classes, extension courses, on-the-job training, and so forth.*

Readers will recall that just below one in three adults in the country engaged in some kind of more or less formal learning in the past year; the subsample of Learners included 1,207 or 31 percent of the total sample of 3,910 individuals.

The Content of Learning in the General Adult Population

Table 2.4, in the right-hand column, shows the frequency with which various kinds of subject matter were studied by the sample of Learners. The figures in the left-hand column are the corresponding percentages for the total sample. For example, of all the people who engaged in some kind of learning in the previous year, four percent took basic education courses (reading, basic math, etc.); this four percent figure translates to one percent of the total sample (which is meant to approximate the total American adult population). Respondents indicated their learning activities via a question having 16 alternative answers; they could check as many fields as they had studied in. Again, the various alternatives were combined into the eight broad categories used in the Johnstone and Rivera survey to facilitate summarizing results and to enable comparison with Johnstone and Rivera's findings.

Of the 16 subject areas, hobbies and handicrafts, by a fairly sizable margin, was the most popular adult education content category in 1971 and 1972. One-fourth (25 percent) of the Learners and eight percent of the general population reported engaging in such learning ("such as photography, weaving, music;" see item 17, page A-10). Next most

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* See item 17, page A-10.

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Table 2.4

Percent of Adults Studying Various Topics

	Percent of all respondents (N_w = 3910)	Percent of learners (N_w = 1207)
General education	8	25
Adult basic education	1	4
High school level courses	2	7
College level courses	3	11
Graduate level courses	2	5
Vocational subjects	11	35
Technical and vocational skills	6	18
Managerial skills	3	10
Professional skills	3	9
Agriculture	1	3
Hobbies and recreation	13	42
Safety	3	10
Hobbies and handicrafts	8	25
Sports and recreation	4	13
Home and family living	4	13
Personal development	4	11
Religion	4	14
Public affairs	2	6
Citizenship	1	3
Civics and public affairs	1	4
Other topic	2	7

frequently studied were technical and vocational skills ("such as typing, auto mechanics"), studied by 18 percent of the Learners and six percent of the total sample. Following not far behind were religion, home and family living, and sports and recreation courses.

When we consider the broader combinations of the various subjects and skills, the domain of hobbies and recreation (which includes safety) is the most popular, with 42 percent of the Learners and 13 percent of the entire sample pursuing such avocational learning.* Vocational learning, training in various job-related skills -- technical, managerial, professional, is a fairly close second; 35 percent of the sample of Learners, and 11 percent of all the respondents, reported vocationally-oriented learning activities.** One-fourth of all Learners, and eight percent of the total sample, studied general (academic) subjects, including basic education. The remaining five general content areas drew relatively small percentages of adult students, ranging from religion (14 and four percent) and home and family living (13 and four percent) down to agriculture (three and one percent).

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* The percentages for the fields within each general category will usually total to more than the percentage for the general category itself. For example, under hobbies and recreation, the figures for the three subfields total to 48, as compared to the 42 percent figure given for the general category. The discrepancy is because some individuals reported studying in more than one of the subfields; e.g., some people checked both the hobbies and handicrafts and the sports and recreation alternatives.

** Were safety (first aid, water safety, etc.) courses excluded from the hobbies and recreation category, the two general domains of learning -- the vocational and avocational -- would be roughly equal in terms of the numbers of adults engaging in study in each (about one-third of the Learners and one-twelfth of the general adult population).

What changes have taken place, we may ask, in the content of adult learning activities in the last ten years, since the time the Johnstone and Rivera survey was conducted? Unfortunately the answer will be approximate at best; the questions (and the alternative responses afforded) were not identical in the two studies. The one reasonably clear trend is for greater involvement in hobbies and recreation learning in 1971-72. In the earlier study, an estimated 24 percent of all the "adults who studied..." studied hobbies and recreation topics, compared to 42 percent, or, with safety courses eliminated,* 32 percent of the present sample of Learners. This trend is consistent with common understandings about increasing leisure time for many adults in American society.

Study of vocational subjects seems to have declined slightly, from 39 percent to 35 percent of the Learners. The general education category is the most difficult to compare, because of the very different response formats used in the two surveys. Eliminating basic education, which was not included in Johnstone and Rivera's general education category, the indication is that there has been a modest increase in adult study of general (academic) subjects in the past decade--up to 21 percent from 15 percent in 1962.

Study of topics related to personal development has increased slightly (from seven to 11 percent), while study in the area of religion declined slightly -- from 17 to 14 percent. Extent of learning in the areas of home and family living, agriculture, and public affairs were all essentially unchanged, shifting by only one or two percentage points.

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* The hobbies and recreation category in the Johnstone and Rivera study did not include safety.

Who Has Studied What

Earlier we discussed how diverse subgroups of adults -- men and women, Blacks and whites, and so forth — differed in what they reportedly are interested in learning. At this point a similar kind of analysis is focused on the sample of Learners. The general question has to do with what kinds of people — as defined by various personal, socioeconomic, and geographic characteristics -- have engaged in what kinds of learning (in the past 12 months).

As before, the pertinent survey results are presented in two tables. In Table 2.5 the data are presented according to the eight-way breakdown of general content categories (after Johnstone and Rivera). In Table 2.6 the eight columns represent the five most popular subjects for either the men or women Learners. The columns in both tables are arranged from left to right in order of extent of participation (i.e., popularity).

Differences between men and women in subject matter studied are generally quite substantial. Thus the women in the sample, compared to the men, studied much more extensively in the general fields (Table 2.5) of hobbies and recreation* and religion, and somewhat more widely in topics related to home and family, and personal development. Vocational subjects was the chief content domain in which male learners outnumbered females; almost twice as many men (46 percent) as women (24 percent) engaged in such job-related learning, with three times as many men as women receiving instruction in managerial skills (Table 2.6).

While in general there is declining involvement in learning activities with advancing age (extreme right-hand column in Table 2.5), the

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* Notably hobbies and handicrafts (from Table 2.6).

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Table 2.5

Fields Studied: Participation in Some Topic of Learning

	Percent of those who participated in learning (N_w = 1207)									Percent of a respondents (N_w = 3910)
	1	2	3	4	5	6	7	8	9	10
	Hobbies, recreation	Vocational subjects	General education	Religion	Home and family	Personal development	Public affairs	Agriculture	Other	Some topic, any fie
All respondents	42	35	25	14	13	11	6	3	7	31
Personal characteristics										
Sex:										
Male	36	46	27	8	9	7	7	5	6	32
Female	48	24	24	20	17	15	6	2	8	30
Age:										
18-24	41	40	43	6	15	14	10	7	7	38
25-29	45	33	28	14	15	15	5	4	4	40
30-34	45	36	17	13	18	10	1	0	11	31
35-44	36	27	24	18	10	6	11	2	6	29
45-54	44	42	15	18	10	13	5	2	9	27
55-60	45	26	12	14	13	7	1	4	7	22
Race:										
White	44	36	22	15	14	13	5	4	7	32
Black	13	37	74	2	9	0	12	0	2	18
Marital status:										
Single	45	32	41	6	14	13	9	8	7	45
Married	42	35	22	16	12	11	6	2	6	30
Widowed/divorced	36	43	12	13	28	11	5	3	12	22
Socio-economic characteristics										
Formal schooling:										
1-8 years	35	38	20	5	21	0	0	10	12	10
9-11 years	32	19	35	9	15	11	13	3	10	20
12 years	46	33	19	17	15	12	6	5	6	31
Some postsecondary	46	42	29	14	10	16	4	1	8	48
College graduation +	37	40	28	12	12	10	6	2	5	57
Occupation:										
Unskilled/semiskilled	38	32	32	11	17	15	5	10	10	20
Skilled	43	49	25	4	4	4	11	3	6	36
Sales/clerical	44	36	28	13	12	13	6	2	7	37
Small business	31	56	17	10	9	3	4	9	3	33
Prof/large bus	33	45	33	11	9	10	7	2	5	58
Housewife(female)	55	7	12	31	22	17	3	0	7	29
Non-housewife(female)	44	34	31	13	14	14	8	3	8	33
Job status:										
Full-time employed	35	46	27	8	8	10	7	3	6	32
Part-time employed	67	29	23	21	21	19	12	11	12	36
No job	46	17	23	22	19	13	2	0	7	28
Geographic characteristics										
Region:										
Northeast	48	31	26	6	15	10	8	7	11	29
Northcentral	44	35	21	18	13	11	2	1	6	28
South	33	38	26	13	14	10	9	4	6	27
West	46	35	29	17	11	15	7	0	6	48
Type of community:										
Urban	44	33	28	14	13	12	7	3	7	34
Rural	35	44	12	11	14	10	3	4	7	23

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Table 2.6

Topics Studied - Topics Most Frequently Mentioned by Males or Females
Percent of those who participated in learning (N_w = 1207)

	1 Hobbies, handicrafts	2 Technical, vocational skills	3 Religion	4 Home and Family	5 Sports, recreation	6 Personal development	7 Managerial skills	8 Safety
All respondents	25	18	14	13	13	11	10	10
Personal characteristics								
Sex:								
Male	16	26	8	9	11	7	15	13
Female	33	10	20	17	15	15	5	7
Age:								
18-24	24	30	6	15	11	14	5	12
25-29	26	15	14	15	17	15	9	9
30-34	20	20	13	18	20	10	6	10
35-44	21	13	18	10	7	6	7	12
45-54	26	14	18	10	16	13	21	8
55-60	30	14	14	13	8	7	11	9
Race:								
White	25	19	15	14	14	13	11	11
Black	6	25	2	9	0	0	7	7
Marital status:								
Single	28	19	6	14	16	13	4	11
Married	24	17	16	12	13	11	11	10
Widowed/divorced	29	20	13	28	7	11	17	5
Socio-economic characteristics								
Formal schooling:								
1-8 years	10	33	5	21	6	0	0	26
9-11 years	28	13	9	15	5	11	7	5
12 years	25	22	17	15	13	12	9	11
Some postsecondary	28	20	14	10	15	16	16	13
College graduation +	22	35	12	12	17	10	9	5
Occupation:								
Unskilled/semiskilled	13	23	11	17	13	15	5	19
Skilled	21	37	4	4	8	4	10	16
Sales/clerical	30	23	13	12	11	13	9	10
Small business	19	10	10	9	9	3	49	6
Prof/large bus	20	7	11	9	11	10	7	5
Housewife(female)	37	4	31	22	23	17	3	3
Non-housewife(female)	30	15	13	14	11	14	6	11
Job status:								
Full-time employed	20	22	8	8	9	10	14	11
Part-time employed	29	21	21	21	26	19	3	23
No job	32	8	22	19	16	13	5	3
Geographic characteristics								
Region:								
Northeast	28	12	6	15	13	10	12	11
Northcentral	25	19	18	13	16	11	9	10
South	16	23	13	14	12	10	9	9
West	33	15	17	11	10	15	12	11
Type of community:								
Urban	26	16	14	13	14	12	11	9
Rural	17	26	11	14	7	10	7	15

age patterns vary considerably from one content field to another. Learning activities related to hobbies and recreation appear to decline only (temporarily) in the middle years; work on handicrafts is notably high (Table 2.6) in the 55 to 60 age category. Learning of technical/vocational skills declines with age (Table 2.6), while the reverse holds for managerial skills. Study of religious subjects increases somewhat with age, but does not, as might have been expected, peak in the highest age bracket included in the survey.* Study of home and family topics peaks in the early 30's. "General education" learning declines with age (Table 2.5). For the other fields there is little or no variation by age, or the patterns are inconsistent.

With regard to race, one sees in the rightmost column, that a much larger proportion of whites (32 percent) than of Blacks (18 percent) participated in adult education in the past year (1971-72). This differential is most marked in the area of hobbies and recreation, where (proportionally) whites vastly outnumber Blacks. Many Blacks would simply not be able to afford to pursue such (often expensive) avocations. Whites also outnumber Blacks in the study of personal development subjects, which may also be seen as a luxury which many Blacks (and others) cannot afford. Disproportionately more whites than Blacks study religion, for reasons not immediately apparent to these writers. Black adults greatly exceed whites in the taking of general education courses; some specifics (not shown in Table 2.6): basic education courses, taken by eight and three percent of Black and white Learners respectively; high school level courses, taken by 39 and five percent of Black and white

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* Perhaps a higher (the highest) incidence of study of religion is to be found among people over age 60.

Learners respectively.

As it was with interest in new learning (Tables 2.2 and 2.3), single people have more often in fact received instruction in the past year than married or divorced/widowed individuals. Almost half (45 percent) of the single respondents reported studying something in a more or less formal way. Single people much more often took general education courses; in particular (not shown in Table 2.6), 20 percent of the single learners took high school level courses, as compared to four percent of both the married and divorced/widowed subsamples. Divorced or widowed individuals reported disproportionately greater study in vocational subjects, perhaps, as noted earlier, because of new need for economic self-sufficiency. And then there is the interesting finding of greater involvement in home and family courses on the part of widowed or divorced respondents -- suggesting a (new) need to know how to raise a family without a partner.

Moving onto the socio-economic characteristics, it is clear that amount of formal schooling is strongly and consistently related to participation in adult education; over half (57 percent) of the college graduates in the survey reported participation, whereas the rate among respondents with an eighth-grade education or less was only ten percent. Many of the patterns by field, however, are somewhat inconsistent, as the tabular data show. Study of home and family subjects does decline consistently with formal education, while the opposite holds for sports and recreation (Table 2.6). Study of personal development, public affairs, and management skills is nonexistent among Learners with an eighth-grade education or less.

In general, occupational level is also related to involvement in adult learning, although the relationships for the various fields are

somewhat complex, with occupation stratified as it is in the study. As would be expected, respondents in blue-collar occupations are more engaged in technical/vocational training than are people in business and professional positions (column 2, Table 2.6). And the proportion of small business people (owners, partners) studying managerial skills is five times the corresponding rate for any of the other occupational categories. Likewise, the proportion of professionals studying "professional skills" (not shown in Table 2.6) is four times that of the other occupations.

The comparison between the women in the survey who are full-time housewives and those who are not shows that the latter, the non-housewives, more often studied vocational and general education subjects, while the housewives more commonly pursued avocational, home and family, and religious learning activities.

With respect to employment status, it is interesting to note the relatively extensive involvement on the part of individuals employed part-time in "self-oriented" learning activities -- sports and recreation, personal development, safety, and agriculture (the last possibly as a part-time avocation). People employed full-time are by far the most heavily involved in vocational (including managerial) training, presumably in order to enhance career prospects.

As indicated in the far right column of Table 2.5, a comparatively much larger proportion of adults in the western United States have actually participated in adult learning. Disproportionate numbers of Westerners have studied in the areas of hobbies and handicrafts and personal development, and also (not shown in Tables 2.6) college level courses (especially) and graduate level courses. Other noteworthy differences:

the relatively low rate for handicrafts and hobbies in the South, and the lesser study of religion in the Northeast. The former may reflect the generally lower family affluence and available leisure time in the South; the latter could be due to the lower percentage of Protestants in the Northeast.

Urban-rural differences are apparent for several of the content categories. For general (academic) education, the percentage of urban Learners is more than twice that of rural Learners (28 and 12 percent respectively). There are also appreciable differences in favor of the urban dwellers for hobbies and handicrafts and for sports and recreation. Rural Learners are disproportionately receiving training in vocational skills.

CREDIT FOR LEARNING

Desire for Credit

A continuing issue in adult education centers on the need of individuals for formal acknowledgement of learning, as expressed in credits or other forms of recognition. Both the Would-Be Learners and the Learners responded to items asking for their interest in various forms of credit. In question 4, the respondents interested in further learning were asked to check one of eight options regarding preference for various types of credit. Table 3.1 presents the results: columns 1 through 7 give the results for the various types of credit; column 8 indicates those who circled "other" or failed to respond to the item; column 9 sums columns 5, 6, and 7 reflecting "academic (college) credit;" and column 10 sums columns 3 through 7 representing "any kind of credit." Comparing the responses of the various subgroups with those of the total population will enable the reader to determine the relative popularity of the various options for subgroups defined by age, race, and so forth.

Fifty-three percent of the Would-Be Learners would be satisfied with no credit or certificate of satisfactory completion; only 17 percent are interested in some type of college credit. Considering the wide variety of learning areas represented in the questionnaire, it is not surprising that "no credit" and certificate of satisfactory completion are the most popular options. While 53 percent would be satisfied with either of these two choices, significant percentages of the total population do wish to receive some form of credit, and relatively large percentages of one or another of the subgroups are interested in particular forms of credit.

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Table 3.1

Desire for Credit
Percent of those interested in learning (N_w = 3001)

	1 No credit	2 Certif. satis. compl.	3 Credit skill certif.	4 Credit h.s. diploma	5 Credit 2-year degree	6 Credit 4-year degree	7 Credit advanced degree	8 Other, no response	9 Academic credit (5+6+7)	10 Any credit (3+4+5+6+7)
All respondents	32	21	20	5	4	8	5	5	17	42
Personal characteristics										
Sex:										
Male	33	19	22	5	3	8	7	4	18	45
Female	32	23	18	5	5	8	3	6	16	39
Age:										
18-24	19	17	31	9	6	9	4	5	19	59
25-29	26	17	22	5	3	15	10	2	28	55
30-34	21	26	22	4	4	13	7	3	24	50
35-44	36	20	18	7	4	8	3	5	15	40
45-54	40	25	15	2	5	3	3	7	11	28
55-60	61	22	9	1	1	3	1	2	5	15
Age X Sex:										
Male:										
18-24	16	17	37	9	5	10	3	4	18	64
25-29	26	13	23	3	2	16	15	2	33	59
30-34	24	24	23	0	0	11	12	6	23	46
35-44	36	18	16	9	3	10	4	4	17	42
45-54	40	21	18	3	6	2	6	3	14	35
55-60	67	21	10	0	0	0	2	1	2	12
Female:										
18-24	22	18	25	8	7	9	6	6	22	55
25-29	26	20	21	6	5	13	6	4	24	51
30-34	19	27	21	8	6	14	4	2	24	53
35-44	36	21	20	5	4	6	3	6	13	38
45-54	40	27	12	2	4	3	1	10	8	22
55-60	56	24	8	3	1	5	1	3	7	18
Race:										
White	34	21	19	4	4	8	5	5	17	40
Black	10	26	25	16	7	9	3	4	19	60
Race X Sex:										
Male:										
White	34	19	22	3	3	9	6	3	18	43
Black	6	22	30	24	0	10	3	5	13	67
Female:										
White	34	22	17	5	4	8	4	6	16	38
Black	13	30	21	10	12	8	3	3	23	54
Marital status:										
Single	25	15	26	7	4	10	8	4	22	55
Married	35	22	18	5	4	8	4	5	16	39
Widowed/divorced	26	24	27	6	3	2	5	6	10	43
Socio-economic characteristics										
Formal schooling:										
1-8 years	56	32	14	17	0	0	1	4	1	32
9-11 years	40	22	21	17	3	4	1	3	8	46
12 years	27	24	27	0	6	9	2	5	17	44
Some postsecondary	32	14	18	1	5	22	6	3	33	52
College graduation +	33	10	5	0	2	2	22	6	26	31
Occupation:										
Unskilled/semiskilled	26	28	25	7	4	4	2	3	10	42
Skilled	30	18	24	6	3	8	4	6	15	45
Sales/clerical	30	20	18	5	7	14	3	3	24	47
Small business	42	17	12	1	5	11	9	4	25	38
Prof/large bus	52	10	9	0	3	5	19	4	27	36
Housewife(female)	35	23	17	6	3	7	2	8	12	35
Non-housewife(female)	32	23	17	5	7	8	5	5	20	42
Job status:										
Full-time employed	34	21	18	5	4	9	6	4	19	42
Part-time employed	29	23	24	2	4	8	7	3	19	45
No job	32	21	22	7	4	6	3	5	13	42
Geographic characteristics										
Region:										
Northeast	35	20	19	4	4	9	4	5	17	40
Northcentral	33	22	21	4	4	6	5	5	15	40
South	29	19	20	9	5	9	4	6	18	47
West	34	22	20	0	4	9	8	2	21	41
Type of community:										
Urban	33	19	19	5	4	9	5	4	18	42
Rural	25	28	23	6	3	6	3	8	12	41

Interest in Any Credit by Would-Be Learners

Forty-two percent of all respondents interested in learning some topic are interested in obtaining some kind of credit. Men are only slightly more interested than women in some kind of credit (particularly skill certification). Interest in credit decreases with age, ranging from a high of 59 percent for individuals under 25 to a low of 15 percent among people over 55.

Blacks show more interest in credit (60 percent) than whites (40 percent), with most of the difference accounted for by the greater interest of Blacks in skill certification and high school credit.

With respect to marital status, singles (55 percent) are more interested in credit of some kind than widowed/divorced (43 percent) or married people (39 percent).

Educational level shows an interesting pattern. People with less than eight years of education and those with more than 16 years of education are less interested in formal credit of any kind. Respondents with the most schooling tend to mention "no credit;" those with the least schooling prefer a certificate of satisfactory completion. This pattern also holds true for the highest and lowest occupational levels. Interest in skill certification declines with occupational level, while interest in academic credit increases. Non-housewives are slightly more interested in credit (42 percent) than housewives (35 percent), with most of the difference accounted for by the greater interest of non-housewives (20 percent vs 12 percent) in academic credit. Regional and urban/rural differences in desire for credit are negligible.

Interest in Academic Credit by Would-Be Learners

Desire for academic credit shows little difference between men and women. Interest in credit decreases somewhat with age, with the strongest desire in the 25-34 age range. Only five percent of those over 55 would care about academic credit. Academic credit desires vary with educational level; Would-Be Learners with some postsecondary education (33 percent) and four years of college or more (26 percent) show a strong interest, while those with eight years or less (one percent) or nine to 11 years (eight percent) are relatively uninterested in academic (college) credit.* Similarly, the higher the occupational level the higher the interest in academic credit. Non-housewives are more desirous of academic credit than housewives.

With respect to the specific types of academic credit, credit towards an advanced degree (column 7) is wanted more by Would-Be Learners in the 25-34 age bracket, particularly by men (15 percent of men aged 25-29, and 12 percent of men 30-34). Racial differences are not marked. Twenty-two percent of the college graduates in the sample are interested in advanced credit, as are 19 percent of those employed in the professional/large business category. Geographic and urban/rural differences are again negligible.

Desire for credit towards a four-year college degree (column 6) is highest in the 25-34 age range (15 percent of individuals 25-29, and 13 percent of those aged 30-34). Racial differences are small. Twenty-two percent of respondents with some postsecondary education want four-year college degree credit, compared to eight percent of the total sample

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* These two subgroups are interested in obtaining credit towards a high school diploma (17 percent, compared to one percent or less of the more highly educated subgroups).

of Learners.

Two-year college degree credit (column 5) shows little subgroup variation. Among women, Blacks (12 percent) are more interested than whites (four percent). Desire for credit towards a high school diploma (column 4) is most pronounced for Blacks, particularly Black men (24 percent), and for people with less than 12 years of schooling (17 percent).

Interest in credit towards a skill certificate or license (column 3) decreases with age and occupational level. It is mentioned more often by Blacks, particularly Black men, than whites, and, among the youngest age group, by more men than women.

Desire for Credit and Interest in Fields of Study

Several findings emerge when we look at interest in credit according to field chosen as most likely to study (Table 3.2). No matter what the field of study, interest is distributed across almost all the credit choices. Individuals interested in vocationally-oriented subjects are the ones most likely to want some form of credit, particularly credit towards a skill certificate or academic credit. People interested in religious studies and in home and family activities are the least likely to want credit of some kind. There is a trend for people interested in the general education field of learning, compared to those interested in other fields, to want credit towards a high school diploma.

In exploring learning interests and desires for credit, few generalizations are warranted except that learning situations should provide for both non-credit and various kinds of credit-earning opportunities.

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Table 3.2

Desire for Credit by Interest in Field of Learning (First Choice)
Percent of those interested in learning a field (N_w = 3001)

		1 No credit (n_w=975)	2 Certif. satis. compl. (n_w=625)	3 Credit skill certif. (n_w=600)	4 Credit h.s. diploma (n_w=152)	5 Academic credit (n_w=510)	6 Other, no response (n_w=139)
All respondents	(n_w=3001)	32	21	20	5	17	5
Field of learning							
General education	(n_w= 377)	39	15	8	13	20	5
Vocational subjects	(n_w=1291)	16	23	29	5	24	4
Agriculture	(n_w= 86)	47	13	31	0	7	2
Hobbies, recreation	(n_w= 403)	50	19	15	3	8	4
Home and family	(n_w= 360)	46	26	9	6	5	7
Personal development	(n_w= 204)	43	21	14	1	19	2
Religion	(n_w= 89)	50	25	7	5	3	11
Public affairs	(n_w= 136)	47	17	17	0	14	4

Learners and Credit

In question 20, the actual Learners responded to the same list of credit alternatives relating to credit as did the Would-Be Learners. The data are presented in Table 3.3.

Sixty-one percent of those who studied one or more areas in the last year did not receive any type of credit, and another 15 percent received a certificate of satisfactory completion only. Less than one in five (18 percent) received some kind of credit, about one in ten (11 percent) received some kind of educational credit, and only about one in fourteen (seven percent) received credit towards an AA, BA or advanced degree.* The contrast with the "Would-Be Learners," where 42 percent said they would be interested in credit, is surprising.

Because of the small numbers desiring credit, differences among the various subsamples must be viewed with caution, and our discussion will center on "any credit" (column 10). Women obtained credit less often than men (16 percent vs 22 percent), although non-housewives obtained credit equally as often as males. Credit was obtained more often in the younger age groups -- particularly by those under 25 among whom 31 percent received credit (outside of full-time schooling).

A larger proportion of Black Learners than of whites received credit, especially credit towards a high school diploma. And more than twice as many single Learners as married or widowed/divorced respondents earned credit for learning activities, a trend probably related to the youthfulness of the single respondents.

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* These estimates are surpisingly close to those of Johnstone and Rivera, based on 1962 data. They estimated that 17 percent of the courses taken by their sample were for some type of credit.

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Table 3.3

Credit Received
Percent of those who participated in learning (N_w = 1207)

	1 No formal credit	2 Certif. satis. compl.	3 Credit skill certif.	4 Credit h.s. diploma	5 Credit 2-year degree	6 Credit 4-year degree	7 Credit advanced degree	8 Other, no response	9 Academic credit (5+6+7)	10 Any credit (3+4+5+6+7)
All respondents	61	15	7	4	2	3	2	6	7	18
Personal characteristics										
Sex:										
Male	56	19	8	5	3	3	3	4	9	22
Female	66	12	5	4	1	4	2	7	7	16
Age:										
18-24	48	17	10	12	2	5	2	4	9	31
25-29	66	9	5	2	4	5	4	6	13	20
30-34	66	11	13	0	3	2	2	3	7	20
35-44	64	14	5	1	2	3	2	9	7	13
45-54	59	22	6	3	1	2	2	5	5	14
55-60	74	16	0	5	0	1	3	1	4	9
Race:										
White	62	15	7	3	2	3	3	5	8	18
Black	23	22	6	28	5	9	4	4	18	52
Marital status:										
Single	49	14	12	11	2	6	4	2	12	35
Married	63	16	5	3	2	3	2	6	7	15
Widowed/divorced	72	7	10	0	0	0	4	7	4	14
Socio-economic characteristics										
Formal schooling:										
1-8 years	36	28	5	12	0	0	0	20	0	17
9-11 years	68	5	3	18	0	0	0	5	0	21
12 years	51	26	19	0	1	0	0	3	1	20
Some postsecondary	52	21	11	0	6	7	0	2	13	24
College graduation +	63	12	3	0	0	5	12	6	17	20
Occupation:										
Unskilled/semiskilled	50	15	16	9	5	0	0	6	5	30
Skilled	52	22	12	4	3	4	0	2	7	23
Sales/clerical	63	16	3	7	1	6	0	4	7	17
Small business	67	21	4	0	5	2	1	0	8	12
Prof/large bus	53	14	4	0	1	6	14	7	21	25
Housewife(female)	78	8	1	4	0	2	0	8	2	7
Non-housewife(female)	58	14	8	4	1	5	4	6	10	22
Job status:										
Full-time employed	57	18	8	2	3	4	4	4	11	21
Part-time employed	59	15	11	5	0	5	2	3	7	23
No job	69	11	3	9	0	2	0	7	2	14
Geographic characteristics										
Region:										
Northeast	62	13	6	8	2	2	2	4	6	20
Northcentral	63	14	9	5	2	3	1	5	6	20
South	58	18	6	3	1	4	3	7	8	17
West	61	15	6	1	4	4	5	4	13	20
Type of community:										
Urban	61	14	6	5	2	4	3	6	9	20
Rural	60	18	12	2	1	1	0	6	2	16

While respondents of every educational level received some kind of credit, Learners with less than 12 years of schooling most often received credit towards a high school diploma; those with a high school diploma or one to three years of college most often received credit towards a skill certificate or license (people with one to three years of college were also the ones receiving the most AA and BA degree credit); and individuals with four or more years of college most frequently received advanced degree credit.

With respect to occupational differences, credit towards a skill certificate was earned mainly by Learners in blue-collar jobs, while credit towards an advanced degree was received most often by people in professional and large business positions.

Credit Received and Fields of Study

In comparing subject fields studied with credit received (Table 3.4), at least one important finding emerges. While only 18 percent of the total sample of Learners earned credit, about half (49 percent) of those taking general education courses received some form of credit (28 percent, college credit; 16 percent, high school diploma credit). As would be expected, this is the content domain where a substantial number of Learners reported receiving formal credit. Thus, in planning non-traditional studies, we can expect a good many people who are interested in studying academic subjects to want academic credit — to be aiming towards a degree.

Only in two other fields -- vocational subjects and public affairs -- did as many as a fifth of the Learners receive credit. Respondents studying vocational subjects most often received credit towards a skill certificate or license; Learners of public affairs most often noted college credit.

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Table 3.4

Credit Received by Participation in Field of Learning
Percent of those who participated in learning a field (N_w = 1207)

		1 No formal credit (n_w=734)	2 Certif. satis. compl. (n_w=183)	3 Credit skill certif. (n_w= 81)	4 Credit h.s. diploma (n_w= 52)	5 Academic credit (n_w= 94)	6 Other, no response (n_w= 63)
All respondents	(n_w=1207)	61	15	7	4	7	6
Field of Learning							
General education	(n_w= 304)	33	12	5	16	28	6
Vocational subjects	(n_w= 422)	51	21	14	3	6	5
Agriculture	(n_w= 41)	77	0	13	0	0	10
Hobbies, recreation	(n_w= 505)	72	15	6	2	3	2
Home and family	(n_w= 161)	81	4	5	0	3	8
Personal development	(n_w= 138)	77	6	7	5	4	0
Religion	(n_w= 167)	72	11	5	4	3	4
Public affairs	(n_w= 77)	61	13	9	0	13	4

* * *

In summary, formal credit for a wide variety of learning activities outside of full-time schooling appears to be of little concern to the majority of Learners and Would-Be Learners. Speaking generally, there is twice as much interest in credit as there was actual receipt of credit in 1971-72, but the numbers of respondents involved are perhaps smaller than might be expected. Thus, less than 20 percent of the Learners received credit for a learning activity, and about 40 percent of the respondents would be interested in credit for their first-choice learning interest. The people for whom credit appears to be especially relevant are the young and the Blacks (the latter reporting particularly high interest in and use of high school diploma credit).

It is interesting that Learners and Would-Be Learners of general education are not more concerned about obtaining credit: 44 percent of general education Learners received high school or college credit; only a third of those wanting to learn some general education topic want high school or college credit.

There is more interest in skill certification by Would-Be Learners than has been reportedly earned in 1971-72 by Learners, especially concerning vocational subjects and agriculture. There is also more interest in college credit by Would-Be Learners than has been reportedly received by Learners, particularly in the vocational and personal development fields.

It is tempting to speculate on the reasons for the discrepancy between desires for credit of the Would-Be Learners and the actual receipt of credit on the part of the Learners. There is little data in the study to explain this discrepancy; so our inclination is to leave it unexplained. Wishes and reality often do not correspond.

REASONS FOR LEARNING

We approached the question of motivation by developing a set of twenty alternative reasons for engaging in adult learning. Both Would-Be Learners and Learners responded to the same list, which was written in part to represent seven factors developed recently by Paul Burgess.* In question nine of the survey (page A-6), the Would-Be Learners were asked to indicate the importance of each of the 20 reasons -- whether it was "very important," "somewhat important," or "not at all important." The percentages of Would-Be Learners reporting each reason as "very important" are listed in Table 4.1. The reasons in Table 4.1 are grouped into clusters according to the seven Burgess factors, plus the two new factors:

1. The desire to know - Columns 1, 2
2. The desire to reach a personal goal - Columns 3, 4, 5, 6
3. The desire to reach a social goal - Columns 7, 8, 9
4. The desire to reach a religious goal - Columns 10, 11
5. The desire to take part in social activity - Columns 12, 13
6. The desire to escape - Columns 14, 15
7. The desire to comply with formal requirements - Columns 16, 17
8. The desire for personal fulfillment - Columns 18, 19
9. The desire for social and cultural knowledge - Column 20

Factors eight (desire for personal fulfillment) and nine (desire for cultural and social knowledge) were not identified in the Burgess study.

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* Burgess, Paul. "Reasons for Adult Participation in Group Educational Activities." Adult Education, XXII, No. 1, 1971, pp. 3-29. In this study, participants in adult learning courses checked, on a seven-point scale, the importance of seventy reasons for taking the course. Using factor analysis, Burgess identified seven orthogonal factors accounting for about 60 percent of the variance. While the items in the present survey were not identical to Burgess', the general meaning of each of his factors was represented by one or more items. Additional items (reasons) were added to represent two factors not delineated in the Burgess factors but which were judged to be important.

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Table 4.1

Reasons for Wanting to Learn
Percent of those interested in learning (N_w = 3001)

	1		2				3			4	
	Knowledge		Personal Goal				Social Goal			Religious Goal	
	1	2	3	4	5	6	7	8	9	10	11
	Become better informed	Curiosity	New job	Job advancement	Certif. or license	Degree	Underst. community problems	Become better citizen	Work for solutions problems	Serve church	Spiritual well-being
All respondents	56	35	25	17	27	21	17	26	16	12	19
Personal characteristics											
Sex:											
Male	53	33	29	22	29	24	20	26	18	10	18
Female	60	37	23	12	26	18	15	26	15	14	21
Age:											
18-24	56	38	36	18	38	34	17	30	23	13	25
25-29	65	43	31	18	35	31	20	27	23	10	18
30-34	67	35	32	19	34	22	21	32	18	12	16
35-44	60	34	24	21	26	17	19	27	14	14	20
45-54	44	28	17	16	19	12	14	22	12	13	20
55-60	50	35	7	7	8	5	8	18	6	13	12
Age X Sex:											
Male:											
18-24	45	30	42	17	39	40	18	31	23	9	25
25-29	62	39	32	25	35	36	25	24	26	9	21
30-34	70	40	32	24	31	26	32	39	23	13	17
35-44	55	37	27	30	29	20	22	27	14	13	17
45-54	45	25	22	25	21	9	14	22	12	8	12
55-60	46	30	7	7	10	6	6	11	8	11	10
Female:											
18-24	67	46	31	18	38	29	16	28	22	16	24
25-29	69	46	31	12	34	26	15	29	21	11	16
30-34	65	31	31	15	36	19	12	26	15	11	16
35-44	64	32	22	13	23	15	16	26	14	15	22
45-54	43	30	12	8	17	13	15	23	12	16	26
55-60	54	40	8	6	6	4	10	24	5	14	14
Race:											
White	57	35	23	16	25	19	16	26	15	12	19
Black	54	28	46	25	50	36	26	28	28	19	26
Race X Sex:											
Male:											
White	55	34	28	23	27	22	17	26	16	10	18
Black	41	20	39	20	48	47	36	23	37	15	22
Female:											
White	60	37	20	10	24	17	14	25	14	13	20
Black	65	36	51	30	52	27	18	31	20	22	30
Marital status:											
Single	60	42	42	14	33	32	17	29	26	9	29
Married	56	34	21	17	26	18	17	25	15	13	17
Widowed/divorced	54	32	42	19	31	23	18	29	15	14	22
Socio-economic characteristics											
Present schooling:											
[illegible]	61	37	29	19	37	15	16	24	16	21	24
[illegible]	69	37	30	18	33	26	20	33	20	17	24
[illegible]	58	32	27	13	28	20	17	27	16	11	17
Some postsecondary	56	36	21	22	29	25	19	25	15	8	19
College grad +	69	47	13	11	16	17	11	18	11	7	16
Occupation:											
Unskilled/semiskld	54	39	37	19	33	23	21	27	24	15	26
Skilled	46	31	27	28	32	21	19	20	15	13	16
Sales/clerical	59	33	28	18	27	23	13	29	12	10	17
Small business	61	28	13	24	22	21	22	31	15	7	11
Prof/large bus	64	43	13	13	14	16	12	21	11	8	15
Housewife(female)	59	33	18	6	24	16	13	23	13	14	20
Non-housewife(fem)	61	39	25	17	27	20	15	27	16	13	20
Job status:											
Full-time employed	54	34	27	23	27	20	17	25	15	12	19
Part-time employed	62	40	22	15	20	16	15	27	16	8	16
No job	60	35	26	9	29	22	18	27	18	15	22
Geographic characteristics											
Region:											
Northeast	59	39	26	14	27	19	14	23	19	7	12
Northcentral	54	31	22	13	21	18	14	20	12	9	16
South	55	38	30	21	33	25	21	33	18	21	25
West	59	30	21	21	26	21	18	27	18	9	18
Type of community:											
Urban	58	35	25	17	27	21	17	25	16	10	17
Rural	52	34	28	16	30	20	16	30	18	20	27

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Table 4.1 (continued)

Reasons for Wanting to Learn
Percent of those interested in learning (N = 1001)

	5		6		7		8		9	10
	Social Activity		Escape		Comply with Requirements		Personal Fulfillment		Cultural Knowledge	No Reason Very Imp.
	12 Meet new people	13 Feel sense belonging	14 Get away from routine	15 Get away from problems	16 Educ. requirements	17 Employer requirements	18 Be better parent, spouse	19 Become happier person	20 Learn about own culture	21 Other, no response
All respondents	19	20	19	11	13	24	30	37	14	18
Personal characteristics										
Sex:										
Male	17	19	19	11	14	28	23	36	13	18
Female	19	20	20	12	13	21	36	39	14	18
Age:										
18-24	26	35	29	18	19	31	35	49	17	16
25-29	23	21	23	10	14	27	39	44	20	10
30-34	20	15	15	9	19	22	38	34	14	14
35-44	18	20	19	11	12	28	29	38	13	16
45-54	11	11	11	9	10	20	23	26	10	26
55-60	13	10	17	8	6	6	13	29	9	31
Age X Sex:										
Male:										
18-24	22	33	32	18	15	33	26	45	13	16
25-29	20	16	22	13	13	29	30	44	20	7
30-34	12	14	15	9	21	26	29	31	18	7
35-44	21	22	18	12	16	35	23	42	14	13
45-54	12	11	8	7	12	25	18	23	8	27
55-60	6	6	10	1	4	8	6	22	6	41
Female:										
18-24	30	37	26	18	22	30	44	53	20	17
25-29	26	25	23	8	14	25	46	44	20	12
30-34	18	15	16	10	17	20	46	37	11	18
35-44	16	18	20	11	8	22	35	35	11	18
45-54	10	12	13	10	9	16	26	29	11	24
55-60	20	15	24	15	7	4	19	36	11	22
Race:										
White	18	18	19	11	12	23	30	37	13	19
Black	18	30	26	19	29	34	35	46	25	10
Race X Sex:										
Male:										
White	18	17	18	10	12	27	22	36	13	18
Black	12	33	29	20	33	39	35	33	25	14
Female:										
White	19	20	20	11	12	20	36	37	13	19
Black	23	27	23	18	25	29	36	57	24	8
Marital status:										
Single	29	29	35	19	15	26	18	49	19	15
Married	17	16	16	10	12	23	32	35	13	19
Widowed/divorced	16	32	25	16	20	28	23	40	11	18
Socio-economic characteristics										
Formal schooling:										
1-8 years	15	32	14	16	23	27	27	38	13	24
9-11 years	20	28	18	15	19	32	37	42	14	13
12 years	19	21	19	12	12	23	33	40	13	18
Some postsecondary	20	15	23	9	10	22	26	32	10	16
College graduate +	16	7	18	7	3	14	15	31	13	19
Occupation:										
Unskilled/semiskilled	19	27	22	17	18	26	29	47	17	15
Skilled	15	20	15	9	14	34	26	36	11	19
Sales/clerical	20	16	21	10	15	26	27	35	12	17
Small business	11	9	17	5	4	24	14	31	10	17
Prof/large bus	15	11	18	6	5	11	17	28	13	21
Housewife(female)	19	19	17	10	12	16	44	38	14	21
Non-housewife(female)	17	19	21	11	14	24	31	39	14	17
Job status:										
Full-time employed	18	17	17	10	13	26	22	35	12	19
Part-time employed	14	26	20	12	16	26	40	41	11	17
No job	21	21	22	14	14	19	41	40	16	18
Geographic characteristics										
Region:										
Northeast	19	19	25	13	15	21	29	38	17	17
Northcentral	16	17	15	8	9	19	30	36	9	21
South	19	24	19	14	17	31	32	39	15	16
West	20	16	20	9	10	23	28	37	15	20
Type of community:										
Urban	19	19	20	10	13	24	28	37	13	19
Rural	17	21	17	15	15	25	36	39	14	15

Reasons for Learning among Would-Be Learners

Cluster 1, "the desire to know," is the most frequently cited cluster; 56 percent indicate "become better informed, personal enjoyment and enrichment," and 35 percent note "curiosity, learn for the sake of learning." Next in frequency is the cluster "desire for personal fulfillment," which includes "become a happier person" (37 percent) and "be a better parent, husband, or wife" (30 percent). The third cluster -- "desire to reach a personal goal" -- has economic overtones (in contrast to the first two); 27 percent indicate "work toward a certificate or license;" 25 percent, "help get a new job;" 21 percent, "work toward a degree;" and 17 percent, "help to advance in my present job." The other clusters are less frequently endorsed. Only two other specific reasons -- "become a more effective citizen" (26 percent) and "meet the requirements of my employer, profession, or someone in authority" (24 percent) -- are endorsed by more than 20 percent of the respondents.

For Would-Be Learners, then, the primary reasons for learning center around desire to know, desire for personal fulfillment, and desire to reach a personal (often economic) goal.

It is difficult to compare directly percentages of the subgroups indicating reasons as "very important" for the reason that some subgroups report "no reason" as "very important" more frequently than others (column 21 of Table 4.1). For example, 29 percent of those over 55 years of age indicate no reason compared to 14 percent of the total group. Similarly, while the total sample of Would-Be Learners reports an average of 4.6 reasons as very important, the group over 55 indicates only 2.8 reasons. With this caveat in mind, the following subgroup differences nonetheless

appear meaningful.

Similar proportions of men and women cite the various reasons for wanting to learn. The largest differences concern "job advancement," reported more often by men, and "be a better parent or spouse," cited more often by women.

Age differences are sensitive to the response set indicated; since older groups check fewer reasons, differences must be interpreted cautiously. Citing of "help get a new job," "certification/licensing," "work toward a degree," and personal fulfillment reasons declines with age, with the highest frequency of response by Would-Be Learners under 35 years of age. Among the youngest age group, knowledge reasons are cited especially by women, and "new job" and "degree" by men. As would be expected, "job advancement" is of most concern to men aged 25-54, while "be a better parent or spouse" is most important to women in their childbearing years.

Black Would-Be Learners appear especially interested in personal goals -- about twice as many Blacks as whites mention "new job," "certification/licensing," and "degree" as reasons for learning. Among the Blacks, disproportionate numbers of men cite a "degree," whereas women are especially interested in learning for a "new job." Blacks (particularly men) are more likely than whites to learn for the social goals of "better understand community problems" and "work toward solutions of problems such as discrimination and pollution" and to "learn more about my own background and culture." This pattern of response is probably partly a reflection of the increased social awareness and political activism by minorities in recent years and partly a result of the peculiar phrasing of these reasons in the questionnaire. Blacks also

consider complying with requirements more important than whites.* Among Black Would-Be Learners, disproportionate numbers of women give knowledge reasons and "become a happier person."

Married Would-Be Learners, naturally, more often note "be a better parent or spouse" than unmarried respondents. Those not married (relatively free of family commitments) want to learn in order to "get a new job" (42 percent, compared to 21 percent of married respondents), and, perhaps because of this "freedom," want to "feel a sense of belonging" (29 and 32 percent, compared to 16 percent of married people). Single people (most of whom are young) are particularly concerned with "work toward a degree" and with reasons perhaps related to their social life -- "meet new people" (29 percent, compared to 19 percent of all Would-Be Learners), "get away from the routine of daily living" (35 percent, compared to 19 percent of all), and "become a happier person" (49 percent, compared to 37 percent of all Would-Be Learners).

The knowledge reasons -- "become better informed" and "curiosity" -- are most often cited by college graduates (69 and 47 percent, compared to 41 and 27 percent of respondents with an elementary education only). On the other hand, job reasons -- "new job," "job advancement," and "certification/licensing" -- are least often reported by college graduates. Interest in complying with requirements generally declines with level of formal education; only three percent of the college graduates, compared to 23 percent of those with elementary schooling only, want to learn in

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* Higher proportions of Blacks than whites appear to cite most of the reasons because they consider a greater number of reasons to be "very important." Black Would-Be Learners indicate an average of 6.3 reasons, compared to 4.4 reasons for white Would-Be Learners. And about twice as many whites as Blacks consider no reason to be "very important."

order to "meet requirements for getting into an educational program." Religious reasons appear to be relatively important for the groups with the least formal education.

Patterns of response according to occupation are similar to the educational patterns: respondents in the top occupations are the who most frequently cite knowledge reasons and least often indicate "new job," "certification/licensing," and "meet requirements for getting into an educational program." Non-housewives are more concerned than housewives with personal goals and "meet requirements of employer," although the differences are not as dramatic as might be expected, while housewives are quite naturally more interested in "be a better parent or spouse."

Differences in terms of job status are small. As would be expected, "job advancement" is most frequently mentioned by individuals employed full-time, and "be a better parent or spouse" is reported most often by individuals without jobs (for the most part women).

Geographic differences in reasons for wanting to learn are also small. The one notable finding is that religious reasons are reported most often by people living in the South and in rural areas.

Reasons for Learning Among Learners

The actual Learners responded to the same list of reasons as did the Would-Be Learners, but instead of indicating the degree of importance for each reason, the Learners indicated all reasons that applied (question 25, A-12). Table 4.2 gives the percentages checking each reason for the total group of Learners and for the various subgroups. The 20 reasons are grouped into the same clusters as in Table 4.1.

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Table 4.2

Reasons for Having Learned
Percent of those who participated in learning (N_w = 1207)

	1		2				3			4	
	Knowledge		Personal Goal				Social Goal			Religious Goal	
	1 Become better informed	2 Curiosity	3 New job	4 Job advancement	5 Certif. or license	6 Degree	7 Underst. community problems	8 Become better citizen	9 Work for solutions problems	10 Serve church	11 Spiritual well-being
All respondents	55	32	18	25	14	9	9	11	9	10	13
Personal characteristics											
Sex:											
Male	52	25	20	32	19	11	9	14	13	5	7
Female	59	39	16	18	10	7	9	9	6	15	19
Age:											
18-24	39	28	37	26	26	17	5	14	17	2	8
25-29	61	26	16	31	15	10	12	11	7	9	12
30-34	53	27	11	27	15	1	11	11	11	10	16
35-44	60	33	10	16	7	5	13	14	11	14	20
45-54	62	35	15	31	13	8	10	8	4	14	15
55-60	62	50	4	12	3	3	2	6	1	8	7
Race:											
White	56	32	16	27	13	8	7	9	6	10	14
Black	33	18	62	9	39	23	23	31	51	12	10
Marital status:											
Single	38	23	35	32	23	16	6	19	15	5	9
Married	59	33	13	22	12	7	10	9	8	11	14
Widowed/divorced	64	46	24	34	9	5	10	11	7	10	14
Socio-economic characteristics											
Formal schooling:											
1-8 years	37	22	20	25	24	6	0	12	0	5	5
9-11 years	55	33	21	19	19	9	21	24	19	8	9
12 years	57	32	16	19	9	7	9	8	8	13	15
Some postsecondary	49	31	23	35	23	12	7	13	7	7	14
College grad +	61	34	14	30	12	9	6	6	8	7	11
Occupation:											
Unskilled/semiskld	39	22	27	27	18	8	11	12	11	12	16
Skilled	52	30	20	32	25	9	10	10	13	1	5
Sales/clerical	53	35	24	21	15	12	5	16	10	8	11
Small business	63	25	14	48	6	3	13	15	12	7	7
Prof/large bus	61	33	10	35	16	14	4	6	5	6	9
Housewife(female)	63	42	8	6	1	4	11	9	7	21	28
Non-housewife(fem)	55	38	20	27	16	9	6	10	6	9	14
Job status:											
Full-time employed	51	30	15	35	16	10	9	10	7	6	7
Part-time employed	68	40	32	23	11	4	6	11	18	12	25
No job	58	33	20	7	12	7	10	13	12	16	22
Geographic characteristics											
Region:											
Northeast	55	34	25	20	17	11	5	11	10	5	10
Northcentral	50	30	17	26	10	8	8	10	9	12	18
South	52	33	16	24	15	6	11	10	9	9	10
West	68	31	13	29	17	9	12	14	10	12	15
Type of community:											
Urban	57	34	19	24	14	10	9	11	11	8	13
Rural	49	22	11	28	14	2	9	12	3	14	13

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Table 4.2 (continued)

Reasons for Having Learned
Percent of those who participated in learning (N_w = 1207)

	5 Social Activity		6 Escape		7 Comply with Requirements		8 Personal Fulfillment		9 Cultural Knowledge	10 Other Response
	12 Meet new people	13 Feel sense belonging	14 Get away from routine	15 Get away from problems	16 Educ. requirements	17 Employer requirements	18 Be better parent, spouse	19 Become happier person	20 Learn about own culture	21 Other, no response
All respondents	18	9	19	7	4	27	19	26	8	5
Personal characteristics										
Sex:										
Male	17	10	14	6	5	19	11	22	8	4
Female	19	7	24	7	3	16	26	30	8	7
Age:										
18-24	24	12	24	10	7	33	9	27	8	4
25-29	17	6	18	5	2	24	26	24	7	7
30-34	14	7	16	1	4	27	28	24	13	3
35-44	12	13	14	6	4	22	25	30	6	7
45-54	18	6	23	10	0	30	16	23	10	5
55-60	18	4	20	6	7	26	9	29	2	2
Race:										
White	16	7	21	7	3	27	19	26	7	5
Black	26	13	4	7	9	33	24	19	27	0
Marital status:										
Single	26	10	21	6	9	31	5	26	8	5
Married	15	8	18	6	3	26	22	26	8	6
Widowed/divorced	23	6	32	22	4	29	20	36	2	5
Socio-economic characteristics										
Formal schooling:										
1-8 years	7	0	11	7	2	27	28	16	0	9
9-11 years	35	14	23	6	2	31	20	26	2	8
12 years	18	10	24	12	5	25	23	28	13	6
Some postsecondary	16	5	15	3	4	31	12	26	4	3
College graduation +	12	4	15	2	3	26	16	25	7	4
Occupation:										
Unskilled/semiskilled	21	17	28	14	6	27	20	34	9	10
Skilled	13	12	11	6	4	39	8	18	4	3
Sales/clerical	21	3	20	4	6	31	18	23	9	5
Small busines	14	5	17	3	0	53	7	22	11	3
Prof/large bus	12	4	11	2	3	32	12	20	2	4
Housewife(female)	20	8	29	10	1	1	40	38	13	6
Non-housewife(female)	17	7	22	4	4	26	18	24	5	7
Job status:										
Full-time employed	14	7	14	4	4	35	12	21	5	5
Part-time employed	15	18	26	8	2	24	20	31	13	5
No job	26	9	26	12	3	13	32	35	12	6
Geographic characteristics										
Region:										
Northeast	24	8	23	7	5	31	11	26	6	6
Northcentral	15	8	19	9	2	26	25	26	12	6
South	13	11	15	6	3	29	16	24	7	7
West	18	7	21	5	6	23	23	30	7	2
Type of community:										
Urban	18	9	21	6	4	26	18	27	9	5
Rural	15	8	13	9	3	30	22	22	5	5

For Learners, as for Would-Be Learners, the most important reasons center around knowledge for its sake ("become better informed" cited by 55 percent, and "curiosity" by 32 percent), with personal fulfillment reasons and job-related reasons -- "meet requirements of someone in authority" (27 percent) and "job advancement" (25 percent) -- next in importance.

Sex differences in reasons for having learned something in the past year are more pronounced among the Learners than Would-Be Learners. Men more often reported "job advancement," as was true among the Would-Be Learners, and "meet requirements of employer/authority." Women more frequently mentioned personal fulfillment reasons -- especially "be a better parent or spouse," as was the case in Table 4.1, "curiosity," and "get away from the routine of daily living." In addition, women were also somewhat more likely to cite religious reasons.

As with the Would-Be Learners, citing of "new job," "certification/licensing," and "degree" by Learners is related to age, with the youngest age group most frequently mentioning these reasons. "Be a better parent or spouse" was most often associated with the 25-44 age group. The oldest age group was the most likely to cite "curiosity" as a reason for having learned. This seems reasonable in that this group is more likely to be finished with working full-time and raising children.

There are substantial differences in reasons given by Black and white Learners. For Blacks, reasons for having learned something generally replicate those for wanting to learn: they were much more likely than whites to mention "certification/licensing," "degree" and (with four times the frequency of whites) "new job" as reasons for having learned; Blacks also more often cited "learn about my own background

and culture" and the social goals, especially "work toward solutions of problems such as discrimination and pollution" (51 percent, compared to six percent of the whites). White Learners were reportedly more concerned than Blacks with "job advancement," "get away from the routine of daily living," and knowledge reasons.

Single people, compared to the married or widowed/divorced respondents, more often reported learning for personal (job-related) goals and less frequently mentioned knowledge reasons. Widowed and divorced Learners were the ones most likely to report learning to "become a happier person" and for escape reasons: 32 percent, compared to 19 percent of all adult Learners, had learned something to "get away from the routine of daily living;" 22 percent, compared to seven percent of all Learners, said they learned in order to "get away from personal problems." Similar proportions of widowed/divorced, single, and married people, however, indicate these reasons for wanting to learn (Table 4.1). As expected, married Learners (but also widowed/divorced individuals) reported learning to "be a better parent or spouse" more often than single people.

The evidence linking amount of education with any of the reasons for having learned is inconsistent. Individuals with at least some high school experience were somewhat more likely to learn for knowledge reasons than those with an elementary education only. "Meet new people" and the social goals were most often reported by Learners who had attended but not graduated from high school.

As was the case with Would-Be Learners and reasons for wanting to learn, respondents in the top occupations were the Learners who most frequently mentioned "become better informed" and least often reported

"new job" as reasons for having learned some subject or skill. "Meet requirements of my employer, profession, or someone in authority" was the second most frequently mentioned reason (besides "become better informed") for small businessmen, with over half citing it. Learners in the unskilled and semiskilled jobs were the most likely to give "become a happier person" and escape reasons for having learned.

Housewives were much more likely than women working outside the home to learn for personal fulfillment, and for religious reasons. Non-housewives, as would be expected, more often mentioned job-related reasons.

Learners who were fully employed learned for the purposes of "job advancement" and "to meet requirements of employer/authority" more than those not fully employed. The Learners most likely to learn in order to "become better informed" were part-time workers (68 percent, compared to 55 percent of all Learners); this subgroup was also more likely to learn in order to obtain a "new job." Those not fully employed (most of whom are women) more often gave religious reasons, "get away from the routine of daily living," and personal fulfillment reasons than Learners with full-time employment.

Differences among regions and types of community were generally small. People in the West reported learning in order to "become better informed" more often than people in other regions (68 percent of Westerners, compared to 55 percent of all Learners). Learners in urban areas were more likely to give knowledge reasons than those in rural areas; they were also somewhat more likely to learn to "get away from the routine of daily living."

* * *

In summary, the knowledge, personal fulfillment and job-related reasons are the most frequently endorsed reasons for learning. There are large differences within each subgroup between the kinds of reasons given for having learned and the reasons cited for wanting to learn some subject or skill. However, there is a trend among both Would-Be Learners and Learners for women to give personal fulfillment reasons -- especially "be a better parent or spouse" -- and for men (and women working outside the home) to be concerned with job-related reasons -- especially "job advancement." Younger respondents and Blacks tend to learn and want to learn for job preparation -- a "new job," "certification/licensing," and a "degree."

Individuals in the top occupations are the least likely to learn for a "new job" and consider knowledge reasons relatively important, whereas people with only an elementary education less frequently mention "become better informed" and "curiosity." Of some significance are the disproportionate numbers of Blacks (Would-Be Learners and Learners) reporting they learn for social goals -- particularly "work toward solutions of problems such as discrimination and pollution" -- and to "learn about my own background and culture." To some extent, then, learning experiences are perceived by Blacks as useful in achieving social changes.

* * *

Have reasons for learning changed over the past ten years? A rough comparison of some of the reasons cited by the Learners in the present

study can be made with reasons cited by Learners in 1962.* In 1971-72, as in 1962, the most frequently mentioned reason for learning was "become better informed," but much larger proportions of current Learners mentioned this reason (55 percent, compared to 37 percent of the Learners in the Johnstone-Rivera study). Job reasons appear to be somewhat less important to Learners of today than of ten years ago -- "new job," 18 vs 36 percent; "(help me) on the job I held" (compared to "job advancement"), 25 vs 32 percent. Along with the decreased learning for job-related reasons is an increased concern with the problems of daily routine; about twice as many Learners today reported they learned to "get away from the daily routine" (19 percent, compared to 10 percent in 1962). The reasons, "meet new people" and "carry out everyday tasks and duties around home" (compared to "be a better parent or spouse"), were endorsed by similar proportions of Learners, with slightly larger numbers of current respondents learning for these reasons. There is some indication, then, that the Learner of today has perhaps become more interested in learning for personal development independent of a job and daily job routines.

With respect to the various subgroups of Learners, there are some similarities between current reasons for learning and reasons given ten years ago. In both 1971-72 and 1962, job-related considerations are of

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* Johnstone and Rivera dealt with eight reasons, six of which correspond to reasons used in the present survey. They asked Learners the purposes they had in mind when they enrolled for adult education courses: "In which of the following ways had you hoped the course would be helpful to you?" The two reasons which have no specific counterparts in the present study are "spend my spare time more enjoyably" and "carry out everyday tasks and duties away from home."

more importance to men than women;* home-centered reasons are of more importance to women. Women also continue to be more concerned than men with "get away from the daily routine." There is a clear trend in both 1971-72 and ten years ago for younger adults to learn for job reasons and for older respondents to learn for less practical reasons (in 1971-72, notably for "curiosity;" in 1962, to "become a better informed person").

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* The present study found that women working outside the home mentioned job reasons almost as often as men; the Johnstone-Rivera study did not present results for housewives vs non-housewives.

METHODS FOR LEARNING

One of the key elements in the idea of non-traditional study is that people would learn in new and largely different ways. Critically important, then, is the question of how widespread is the disposition among adults to use various "non-traditional" methods. In the survey (question 5), the Would-Be Learners were asked to check one of eleven options to indicate the method they would most like to use in learning. Table 5.1 lists the various learning modes in order by popularity. The most widely preferred method, indicated by 28 percent, is lectures or classes. This is followed by on-the-job training or internship (21 percent) and conferences and workshops (13 percent). The relatively low preference for TV or video cassettes (one percent) and radio, records or audio cassettes (one percent) seems to indicate little spontaneous desire for these less conventional learning media.

While not marked, there are several differences among the various subgroups in the relative popularity of the various methods.

Interest in on-the-job training declines with age. Twenty-six percent of those under 30 want it; 16 percent of those 45 and older are interested. "Study on my own" is slightly more popular with Would-Be Learners over 55 (12 percent, compared to seven percent for the total).

Blacks prefer on-the-job training (29 percent Blacks, 20 percent whites), with this tendency attributable mainly to Black women (35 percent citing it). Black men prefer group methods -- conferences/workshops, discussion groups, and group action projects (36 percent of Black men, 23 percent of all whites, 21 percent of white men). Whites are more interested in more individualized approaches -- "study on my own,"

Table 3.1

Method Desired for Learning
(Percent of those interested in learning (N_w = 3003)

	1 Lectures, classes	2 On-the-job training	3 Courses, workshops	4 Individual lessons	5 Discussion groups	6 Study on own	7 Correspondence course	8 Group action project	9 Travel study program	10 TV, radio, video cassettes	11 Records, audio cassettes	12 Other methods
All respondents	28	21	14	8	8	7	5	4	2	1	1	1
Personal characteristics												
Sex:												
Male	25	24	14	5	5	8	6	5	2	1	1	5
Female	32	19	12	7	9	7	3	3	3	1	0	3
Age:												
18-24	28	26	10	6	9	6	2	3	3	2	0	3
25-29	24	26	11	12	10	5	3	2	1	1	0	3
30-34	34	21	9	7	7	7	5	1	2	1	1	1
35-44	30	22	9	8	7	6	3	2	3	1	1	2
45-54	28	16	13	8	7	5	4	3	2	2	0	2
55-64	20	14	21	9	7	12	2	6	2	1	1	1
Age X Sex:												
Male:												
18-24	23	28	12	6	7	6	3	5	1	0	1	8
25-29	22	31	13	16	4	5	2	1	0	2	1	2
30-34	24	21	6	9	8	12	7	0	4	1	3	4
35-44	30	22	20	5	2	10	3	0	4	1	1	4
45-54	26	16	17	9	5	7	6	6	2	0	0	6
55-60	22	22	26	4	10	13	4	4	4	0	0	1
Female:												
18-24	29	24	9	5	10	11	2	2	5	1	0	1
25-29	25	19	12	9	16	6	3	3	2	0	0	5
30-34	42	22	12	6	7	3	3	3	0	0	0	2
35-44	30	23	14	5	11	3	1	3	2	1	1	8
45-54	30	15	13	8	8	8	1	4	1	3	0	9
55-60	16	6	6	13	4	11	1	7	9	4	2	1
Race:												
White	28	20	13	8	7	8	3	3	3	1	0	5
Black	32	29	10	3	10	1	0	9	1	1	0	2
Race X Sex:												
Male:												
White	25	23	13	9	5	9	5	3	2	1	1	5
Black	30	23	18	6	11	2	0	7	0	0	0	2
Female:												
White	31	18	12	8	9	7	2	3	3	1	0	5
Black	35	35	3	1	7	0	0	10	2	2	0	2
Marital status:												
Single	28	22	12	9	7	6	1	3	4	0	0	7
Married	29	20	14	7	7	8	3	3	2	1	1	4
Widowed/divorced	20	29	9	11	5	5	3	7	8	0	0	3
Socio-economic characteristics												
Formal schooling:												
1-8 years	24	23	12	13	2	8	3	4	1	3	1	7
9-11 years	31	19	11	9	7	9	2	7	1	0	0	3
12 years	28	28	10	5	7	7	4	2	3	1	0	5
Some postsecondary	27	17	19	8	12	4	4	2	2	3	1	2
College grad +	35	10	15	8	6	9	1	1	5	1	2	6
Occupation:												
Unskilled/semiskld	23	31	12	7	5	9	5	5	0	0	0	4
Skilled	23	23	16	9	5	8	5	2	2	2	0	6
Sales/clerical	31	23	12	5	8	6	3	2	3	1	1	6
Small business	30	15	13	13	7	6	7	2	3	2	0	3
Prof/large bus	35	10	20	6	5	8	1	2	6	0	3	3
Housewife(female)	32	14	10	10	11	7	2	4	2	2	0	6
Non-housewife(fem)	31	22	13	6	8	7	2	2	3	1	1	4
Job status:												
Full-time employed	28	22	14	8	5	9	3	2	3	1	1	4
Part-time employed	29	18	17	2	12	4	2	4	1	2	0	5
No job	31	20	10	9	9	7	3	3	2	1	0	5
Geographic characteristics												
Region:												
Northeast	31	22	9	9	8	7	2	4	2	1	1	4
North central	26	20	15	6	9	5	4	4	2	2	0	6
South	28	22	12	8	6	11	7	2	3	1	1	5
West	29	21	16	9	8	5	3	3	2	1	1	3
Type of community:												
Urban	29	21	13	8	9	6	3	3	3	1	0	4
Rural	26	22	13	6	4	13	3	3	1	0	1	7

individual lessons, correspondence courses -- than Blacks (19 percent of whites, four percent of Blacks).

The least interest in on-the-job training is shown by college graduates (ten percent of college graduates, compared to 21 percent of all respondents). Interest in lectures/classes increases with occupational level (23 percent of blue collar workers, and 35 percent of professionals, prefer this method), while interest in on-the-job training decreases (31 percent of the unskilled, and ten percent of professionals, want on-the-job training).

Part-time employees are the most interested in group methods -- conferences/workshops, discussion groups, group action projects. Thirty-eight percent of those who work part-time, compared to 21 percent of fully-employed and 22 percent of unemployed people, indicate one of these three methods.

Methods of Study Used

In question 18, the actual Learners selected from the same list of instructional methods as did the Would-Be Learners; results are presented in Table 5.2. Among the actual Learners, 35 percent used lectures and classes, 17 percent used "study on my own"/no formal instruction, and 14 percent used on-the-job training or internship. TV and radio media were reported by less than one percent of the Learners.

Use of on-the-job training decreases with age. Twenty-three percent of the Learners under 25 reported this method, compared to no more than ten percent of those 35 and older. The youngest and oldest age groups used lectures and classes the least; the age group 35-44 used them the most. Those 45 and older were the most likely to use conferences

Table 5.2

Method Used for Learning
Percent of those who participated in learning (N_w = 1207)

	1 Lectures, classes	2 Study on own	3 On-the-job training	4 Confs., workshops	5 Individual lessons	6 Correspondence course	7 Discussion groups	8 Group action project	9 Travel-study program	10 T.V., video cassettes	11 Records, audio cassettes	12 Other, no response
All respondents	35	17	14	8	6	5	4	2	0	0	0	10
Personal characteristics												
Sex:												
Male	34	19	17	8	3	8	2	0	1	0	0	7
Female	35	15	10	7	8	1	7	4	0	0	0	12
Age:												
18-24	27	21	21	3	2	8	2	1	1	0	0	12
25-29	38	17	17	5	4	3	8	0	0	0	0	8
30-34	38	29	12	5	7	1	2	1	0	0	0	5
35-44	51	11	6	8	4	3	6	2	0	0	0	9
45-54	25	13	10	13	12	5	3	6	0	1	0	11
55-60	26	17	9	14	5	7	8	5	0	0	0	10
Race:												
White	34	16	14	9	6	5	4	3	0	0	0	9
Black	40	22	16	0	2	0	11	0	0	0	0	8
Marital status:												
Single	29	25	18	3	3	5	5	0	0	0	0	11
Married	37	14	12	8	6	5	4	3	0	0	0	9
Widowed/divorced	19	25	15	16	4	4	6	0	0	0	0	12
Socio-economic characteristics												
Formal schooling:												
1-8 years	20	18	19	9	2	4	0	5	0	0	0	23
9-11 years	27	27	14	2	4	2	2	2	0	0	0	20
12 years	35	19	16	4	5	7	4	3	1	0	0	6
Some postsecondary	37	14	16	11	4	5	5	1	0	1	0	6
College grad +	41	11	7	13	9	2	7	2	0	0	0	9
Occupation:												
Unskilled/semiskld	23	10	24	7	3	6	6	1	2	0	0	18
Skilled	39	10	22	3	5	15	1	0	0	0	0	4
Sales/clerical	36	27	12	3	4	3	4	3	0	0	0	8
Small business	36	19	17	22	3	2	0	0	0	0	0	3
Prof/large bus	43	12	7	14	4	1	8	1	0	0	0	9
Housewife(female)	36	16	3	8	13	1	6	2	0	1	0	10
Non-housewife(fem)	36	12	15	7	6	2	8	3	0	0	0	11
Job status:												
Full-time employed	39	15	16	9	4	7	3	1	0	0	0	7
Part-time employed	26	10	18	8	6	0	9	4	0	1	0	18
No job	31	23	8	5	9	2	5	5	0	0	0	11
Geographic characteristics												
Region:												
Northeast	32	26	14	5	5	0	2	1	0	1	0	14
Northcentral	26	17	16	10	6	6	7	3	0	0	0	8
South	40	15	13	6	6	4	4	2	1	0	0	8
West	42	10	10	10	7	8	4	3	0	0	0	8
Type of community:												
Urban	37	18	12	7	7	4	5	2	0	0	0	9
Rural	27	13	19	9	1	8	4	4	1	0	0	13

or workshops.

Married people (37 percent) used lectures and classes more than singles (29 percent), widowed, or divorced people (19 percent). Those not married studied on their own more than those married.

Use of the classroom increases with level of education. Twenty percent of the Learners with elementary schooling reported using lectures or classes, while 41 percent of college graduates learned that way. College graduates reported on-the-job training somewhat less than Learners in general. High school dropouts reported they studied on their own more than respondents of other educational levels.

Use of the classroom also increases with occupational level. Twenty-three percent of unskilled workers and 43 percent of professionals reported learning by lectures or classes. Use of on-the-job training decreases with occupational level; 24 percent of the unskilled, and seven percent of the professionals and large businessmen, reported learning that way. Professionals and businessmen (14 and 22 percent) used conferences and workshops more than the general population (eight percent). Sales and clerical workers studied on their own more than other workers. Skilled workers were the Learners most likely to use correspondence courses.

Full-time workers used lectures or classes (39 percent of full-time employed, compared to 26 and 31 percent of those not fully employed), while people without jobs tended to study on their own. As expected, people with jobs learned through on-the-job training more often than respondents without jobs.

People in the South and West reported learning by lectures and classes more than people in other parts of the country. Northeasterners

tended to study on their own.

Urban people learned by lectures or classes, individual lessons, or by studying on their own to a greater extent than rural people. Rural people were somewhat more likely to use on-the-job training and correspondence courses.

* * *

Summarizing and comparing the methods preferred by the Would-Be Learners with those actually used by the Learners, we reiterate that lectures/classes is the learning method most frequently indicated by both samples of adults. Lectures and classes are somewhat more frequently used by the Learners than desired by the Would-Be Learners (35 percent vs 28 percent), as is also the case with "study on my own" (17 percent vs seven percent). On-the-job training, on the other hand, is less frequently used (14 percent) than desired (21 percent). These differences may be due to the different areas of learning actually studied compared to the areas desired, or the lack of availability of desired methods. Of some significance is the failure of "innovative" methods to have had much impact on either the Would-Be Learners or the actual Learners.

LEARNING LOCATIONS

Another concept central to the thinking about non-traditional study is that it would occur in settings other than the school or college campus. In the questionnaire (item 6), the Would-Be Learners were asked to choose from among 17 alternatives a preferred location for learning. A similar question (item 19) was asked of the actual Learners.

In analyzing the responses, the 17 alternatives were grouped into four categories, with the following general results:

(1) Home -- preferred by ten percent of the Would-Be Learners; used by 17 percent of the Learners.

(2) Employer -- preferred by five percent of the Would-Be Learners; used by 13 percent of the Learners.

(3) School system -- the more conventional settings for learning (public high schools, two-year colleges, private vocational-business schools, four-year colleges, and graduate schools); preferred by 45 percent of the Would-Be Learners and used by 26 percent of the Learners.

(4) Other locations -- a variety of less conventional kinds of locations represented by the sum of the remaining ten options (correspondence schools, individual instructor, library/museum, recreational, religious, or social groups, business site, government agency, arts and crafts studio, and community free school); preferred by 36 percent of the Would-Be Learners and used by 35 percent of the Learners.

Tables 6.1 and 6.2 present the results for the Would-Be Learners and for the actual Learners respectively. Columns 1, 2, 8, and 19

Table 6.1

Location Desired for Learning
Percent of those interested in learning (N_w = 3001)

	1	2	3	4	5	6	7	8
	Home	Employer	Public high school	Private voc/bus school	Public 2-year college	4-year college or university	Graduate school	School system (3-7)
All respondents	10	5	16	8	10	8	3	45
Personal characteristics								
Sex:								
Male	11	5	13	8	10	7	4	42
Female	9	5	19	7	10	9	2	47
Age:								
18-24	10	5	12	10	12	10	2	46
25-29	8	4	11	6	12	16	4	49
30-34	10	8	19	9	9	9	2	48
35-44	9	4	20	9	9	6	2	46
45-54	11	4	16	5	9	5	2	37
55-60	8	3	19	6	5	5	3	38
Age X Sex:								
Male:								
18-24	7	6	13	9	10	7	3	42
25-29	12	7	8	5	15	16	6	50
30-34	13	8	11	7	9	8	4	39
35-44	10	2	16	9	10	8	2	45
45-54	14	2	13	7	10	5	3	38
55-60	8	2	15	12	3	1	5	36
Female:								
18-24	13	4	12	11	14	13	2	52
25-29	5	2	13	7	9	17	3	49
30-34	7	7	24	10	9	10	1	54
35-44	8	6	24	10	8	5	3	50
45-54	9	5	19	3	9	5	0	36
55-60	7	5	23	0	7	9	1	40
Race:								
White	11	5	15	7	9	9	3	43
Black	2	4	24	14	22	7	1	68
Race X Sex:								
Male:								
White	12	4	12	7	9	8	4	40
Black	2	6	21	18	26	2	0	67
Female:								
White	9	5	18	7	9	9	2	45
Black	1	3	27	11	19	11	1	69
Marital status:								
Single	6	6	11	9	13	9	4	46
Married	11	4	16	7	10	9	2	44
Widowed/divorced	2	9	18	9	6	2	4	39
Socio-economic characteristics								
Formal schooling:								
1-8 years	15	6	24	8	2	0	3	37
9-11 years	14	5	20	7	8	4	0	39
12 years	8	6	15	11	12	8	1	47
Some postsecondary	5	3	9	4	12	23	1	49
College graduation +	8	1	12	4	8	9	14	47
Occupation:								
Unskilled/semiskilled	9	6	21	9	7	4	1	42
Skilled	10	6	15	10	10	5	2	42
Sales/clerical	9	7	14	7	12	15	2	50
Small business	14	1	8	6	11	10	6	41
Prof/large bus	9	1	10	5	9	13	10	47
Housewife (female)	11	3	17	7	9	7	1	41
Non-housewife (female)	8	6	20	7	10	11	2	50
Job status:								
Full-time employed	11	5	15	7	9	9	3	43
Part-time employed	7	7	16	8	8	11	5	48
No job	8	4	16	8	10	7	1	42
Geographic characteristics								
Region:								
Northeast	9	4	20	7	9	8	1	45
Northcentral	8	5	15	8	8	7	3	41
South	13	7	14	9	10	8	2	43
West	5	1	15	5	13	12	5	50
Type of community:								
Urban	9	4	15	8	10	9	3	45
Rural	13	5	18	6	8	5	1	38

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Table 6.1 (continued)

Location Desired for Learning
Percent of those interested in learning (N_w = 3001)

	9 Community free school	10 Business site	11 Individual instructor	12 Correspondence school	13 Local, social organization	14 Arts or crafts studio	15 Religious group	16 Government agency	17 Library, museum	18 Recreational group	19 Any of 10 locations (9-18)	20 Other, no response
All respondents	10	5	5	4	3	3	2	2	1	1	36	6
Personal characteristics												
Sex:												
Male	9	7	7	5	2	2	1	3	1	1	38	7
Female	12	3	3	3	5	3	2	1	1	1	34	6
Age:												
18-24	6	7	4	3	4	5	1	3	1	1	35	5
25-29	9	2	7	4	2	3	1	1	1	0	30	7
30-34	7	5	4	3	3	2	2	2	1	1	30	4
35-44	13	6	3	4	2	1	2	0	1	1	33	6
45-54	12	4	6	3	4	2	3	2	1	2	39	9
55-60	18	4	4	2	4	4	3	1	3	3	46	5
Age X Sex:												
Male:												
18-24	3	10	7	4	2	6	2	5	0	0	39	8
25-29	5	2	9	4	1	2	1	2	0	0	26	5
30-34	8	8	5	3	1	0	2	3	2	0	32	7
35-44	14	9	3	6	0	1	2	0	0	2	36	7
45-54	10	6	8	4	3	0	1	4	1	1	38	7
55-60	22	7	7	2	1	2	0	2	4	4	51	3
Female:												
18-24	10	5	1	2	5	4	1	0	1	1	30	2
25-29	13	2	5	3	3	5	1	1	3	0	36	9
30-34	7	3	3	3	5	3	2	0	1	1	28	1
35-44	12	5	2	3	5	2	1	0	1	1	32	5
45-54	14	2	4	3	5	3	5	1	0	2	39	11
55-60	14	1	1	3	7	6	6	0	3	1	42	7
Race:												
White	11	5	5	4	3	3	2	2	1	1	37	5
Black	7	3	2	4	1	2	3	0	0	0	22	5
Race X Sex:												
Male:												
White	10	7	7	4	2	2	1	3	1	1	38	5
Black	3	5	4	6	0	4	0	0	0	0	22	2
Female:												
White	12	3	3	3	5	4	2	0	1	1	34	6
Black	10	1	0	2	2	0	5	1	0	0	21	6
Marital status:												
Single	5	4	7	3	4	7	0	3	2	1	36	8
Married	11	5	4	4	3	2	2	1	1	1	34	6
Widowed/divorced	16	10	6	4	3	3	2	0	0	1	45	5
Socio-economic characteristics												
Formal schooling:												
1-8 years	18	5	1	4	0	1	3	0	0	2	34	6
9-11 years	17	5	4	3	2	2	1	1	0	1	36	6
12 years	8	4	4	5	5	3	2	2	1	1	35	5
Some postsecondary	8	6	7	3	2	4	2	2	1	1	36	7
College grad +	6	3	7	1	4	4	1	1	4	1	32	11
Occupation:												
Unskilled/semiskld	14	7	4	4	2	3	2	2	0	0	38	5
Skilled	10	4	5	5	2	0	2	2	0	1	31	10
Sales/clerical	8	4	4	5	1	3	1	0	2	1	29	4
Small business	9	6	11	5	4	3	0	3	1	0	42	3
Prof/large bus	4	6	5	2	4	3	2	2	4	2	34	8
Housewife (female)	14	3	4	2	7	3	3	0	1	2	39	7
Non-housewife(fem)	11	3	2	3	4	3	2	0	2	0	30	5
Job status:												
Full-time employed	10	5	6	4	2	2	1	2	1	1	34	6
Part-time employed	10	10	3	1	3	1	3	0	3	1	35	3
No job	12	3	4	3	5	4	3	2	1	2	39	6
Geographic characteristics												
Region:												
Northeast	11	6	5	1	3	3	0	3	2	0	34	7
Northcentral	11	6	5	4	5	3	2	2	0	1	39	7
South	9	3	4	5	3	2	2	1	1	2	32	6
West	11	7	5	4	2	4	3	2	1	3	42	4
Type of community:												
Urban	10	5	5	3	4	3	2	2	1	1	36	5
Rural	12	5	5	5	2	1	3	1	0	1	35	8

correspond to the four categories.

Location for Learning -- Would-Be Learners

No single option is overwhelmingly popular among Would-Be Learners (Table 6.1). The most popular choice is the public high school, with 16 percent, followed by two-year college (ten percent), home (ten percent), community free school (ten percent), four-year college (eight percent), and private business school (eight percent). No other option attracts more than five percent. When grouped into the four categories, 45 percent of the Would-Be Learners prefer to study in the school system, 36 percent in other less conventional locations, ten percent at home, and five percent at employer's site.

There are relatively few differences by sex in attractiveness for the various locations. Women (19 percent) indicate public high school more frequently than men (13 percent). Perhaps surprisingly, the two sexes are quite similar in their preferences for home (11 percent men, nine percent women) and employer (five percent for each) as places for learning.

More Would-Be Learners under 45 (46 to 49 percent) want to learn through the school system than do older people (37 percent). About one in every four respondents under 30 would prefer to learn at two-year or four-year colleges, compared to 14 percent of those 45 to 54 and ten percent of people 55 to 60.

Blacks (68 percent) are much more interested than whites (43 percent) in learning through the school system. While whites (12 percent) indicate more desire for four-year colleges or graduate schools (compared to eight percent of Blacks), 60 percent of Blacks (and only 31 percent of whites) want to learn at high schools, two-year colleges, or private

vocational-business schools. Whites are more interested in learning at home (11 percent of whites, two percent of Blacks) and in using a variety of other locations (37 percent whites, 22 percent Blacks).

Married Would-Be Learners (11 percent) are somewhat more interested in home as a place to study than single (six percent) or widowed/divorced people (two percent).

Would-Be Learners with at least a high school diploma (47 percent) more often want to learn through the school system than do their counterparts without diplomas (37 and 39 percent). Highest interest in graduate schools, needless to say, is by college graduates (14 percent, a percentage one might have expected to be higher). The educational level showing the most interest in four-year colleges is the group with some college but no degree (23 percent, compared to eight percent of all respondents). Twenty-four percent of those with college experience or a college degree want to learn at a four-year college or graduate school (compared to 11 percent of all respondents). People who have not graduated from high school tend to prefer high schools, community free schools, and the home for learning some subject or skill.

More white-collar workers prefer to study at four-year colleges or graduate schools than blue-collar workers. Non-housewives want to use the school system more than housewives; housewives prefer a wider variety of "other" locations.

Would-Be Learners in the West want to learn through the school system somewhat more often than do people in other parts of the country; this preference may be related to the fact that the Western subsample has more highly educated respondents. Thirty percent of Westerners want to learn at two-year or four-year colleges or graduate schools,

compared to no more than 20 percent of respondents in the rest of the country.

More people in urban areas (45 percent) want to learn through the school system than rural dwellers (38 percent), while rural people, as would be expected, are slightly more interested in home as a place to study than are urban respondents.

Location for Learners

As with the Would-Be Learners, no one location predominated as a site for the Learners (Table 6.2). Study at home (17 percent) led the list, followed by employer (13 percent) and high school (nine percent).

Differences in use of locations by men and women Learners were generally small. For example, men (16 percent) were only a little more likely than women (ten percent) to use an employer. However, eighteen percent of women, but only six percent of men, used a local social organization or religious group for learning.

Use of employer and school system declines with age. Fifty percent of Learners under 25, compared to 27 percent of those 55 and older, used one of these locations. On the other hand, use of the unconventional locations increases with age; 24 percent of those under 25 used one of the ten locations, while 52 percent of the 55 and older group used one of the ten, notably a local social organization or individual instructor.

Blacks (41 percent) used the school system much more than whites (25 percent); high school was the only school location used more by whites than Blacks. Whites tended to use a greater variety of locations; 37 percent of whites, and 19 percent of Blacks, used one of the ten unconventional locations.

Single Learners (37 percent) used the school system more than married (24 percent), or widowed/divorced Learners (17 percent). The difference is accounted for in use of colleges, where 26 percent of single people attended, compared to 12 percent of the married and seven percent of the widowed/divorced. Those not married learned at home more than those who are married. Single people were the least likely to use one or another of the unconventional locations.

As was the case with the Would-Be Learners, use of the school system increases with educational level among the Learners. Thirty-three percent of those with at least some postsecondary education used the school system; respondents who have attended college tended particularly to use two-year or four-year colleges; college graduates used four-year colleges or graduate schools. Those without college experience were the Learners most likely to use high schools (11 percent). High school dropouts (31 percent) most frequently reported learning at home; college graduates (seven percent), the least.

Both unskilled/semiskilled workers and professionals/large businessmen used the school system more than people in other occupations -- the unskilled going to high schools or two-year colleges, the professionals going to four-year colleges or graduate schools. Learning at home was reported most often by sales and clerical workers, and least often by professionals and businessmen. Small businessmen and skilled workers were the Learners who most frequently used business sites and government agencies.

As would be expected, housewives (20 percent) learned at home more than non-housewives (11 percent). Housewives also more frequently reported use of unconventional settings, most notably a local social

Table 6.2

Location Used for Learning
Percent of those who participated in learning (N_w = 1207)

	1	2	3	4	5	6	7	8
	Home	Employer	Public high school	Private voc/bus school	Public 2-year college	4-year college or university	Graduate school	School system (3-7)
All respondents	17	13	9	3	6	6	2	26
Personal characteristics								
Sex:								
Male	18	16	6	4	7	3	3	23
Female	15	10	12	2	5	8	2	29
Age:								
18-24	20	17	9	4	10	7	3	33
25-29	16	16	11	1	9	6	2	29
30-34	23	12	12	6	4	3	2	27
35-44	11	12	6	1	6	5	3	21
45-54	16	10	11	3	0	6	1	21
55-60	18	7	6	3	5	3	3	20
Race:								
White	17	13	10	3	5	5	2	25
Black	20	18	7	9	10	11	4	41
Marital status:								
Single	23	11	9	2	13	8	5	37
Married	15	14	9	3	5	5	2	24
Widowed/divorced	24	13	6	4	2	2	3	17
Socio-economic characteristics								
Formal schooling:								
1-8 years	19	23	11	0	0	0	0	11
9-11 years	31	7	11	2	2	0	0	15
12 years	19	14	12	2	5	3	1	23
Some postsecondary	16	14	7	5	12	9	0	33
College graduation +	7	12	5	1	5	10	11	32
Occupation:								
Unskilled/semiskilled	16	14	12	4	13	2	0	31
Skilled	14	19	6	8	4	5	1	24
Sales/clerical	23	18	8	0	7	6	0	21
Small business	9	19	0	5	10	3	3	21
Prof/large bus	7	10	6	1	5	14	13	39
Housewife (female)	20	2	18	1	0	4	0	23
Non-housewife (female)	11	16	8	1	9	10	3	31
Job status:								
Full-time employed	14	17	7	2	8	6	4	27
Part-time employed	15	15	6	5	2	9	2	24
No job	22	5	14	3	4	3	0	24
Geographic characteristics								
Region:								
Northeast	26	11	13	4	5	5	3	30
Northcentral	16	16	5	2	2	6	1	16
South	15	16	8	4	6	5	3	26
West	13	7	12	1	12	6	3	34
Type of community:								
Urban	18	13	9	3	6	6	3	27
Rural	14	12	10	2	6	2	0	20

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Table 6.7 (continued)

Location Used for Learning
Percent of those who participated in learning (N_w = 1207)

	9 Community free school	10 Business site	11 Individual instructor	12 Correspondence school	13 Local, social organization	14 Arts or crafts studio	15 Religious group	16 Government agency	17 Library, museum	18 Recreational group	19 Any of 10 locations (9-18)	20 Other, no response
All respondents	3	5	4	2	6	0	6	5	2	2	35	7
Personal characteristics												
Sex:												
Male	2	7	2	3	2	0	4	9	2	2	33	7
Female	3	3	6	2	10	0	8	2	3	2	39	7
Age:												
18-24	5	3	2	2	3	1	1	6	0	1	24	5
25-29	1	4	2	3	8	0	6	4	1	2	31	7
30-34	1	5	1	1	6	0	7	1	5	2	29	10
35-44	5	6	3	2	5	0	11	9	3	2	46	10
45-54	0	8	10	4	7	0	7	6	1	3	46	6
55-60	0	7	11	1	11	0	8	5	7	2	52	6
Race:												
White	2	6	5	3	6	0	7	4	2	2	37	8
Black	2	0	0	2	2	0	0	7	6	0	19	2
Marital status:												
Single	5	4	3	1	4	0	0	7	0	2	26	3
Married	2	6	4	3	6	0	8	6	4	2	40	8
Widowed/divorced	0	9	7	2	10	1	6	0	3	1	39	7
Socio-economic characteristics												
Formal schooling:												
1-8 years	2	5	6	2	9	0	5	0	0	6	35	12
9-11 years	7	3	3	3	1	0	1	13	6	2	39	8
12 years	3	5	6	3	7	0	8	6	2	2	42	3
Some postsecondary	2	10	2	3	6	0	5	2	0	1	31	5
College grad +	1	4	6	1	8	0	6	5	2	3	36	13
Occupation:												
Unskilled/semiskld	5	5	3	3	6	0	6	4	0	0	32	6
Skilled	2	10	4	5	1	0	1	13	1	3	40	5
Sales/clerical	2	3	4	2	4	1	6	2	6	3	33	5
Small business	1	18	0	3	8	0	4	11	3	0	48	2
Prof/large bus	0	5	3	1	6	0	7	6	3	4	35	11
Housewife (female)	5	1	10	1	13	0	13	1	1	2	47	9
Non-housewife(fem)	2	5	5	1	8	1	5	2	4	2	35	6
Job status:												
Full-time employed	2	7	3	3	4	0	4	8	1	3	35	7
Part-time employed	2	2	5	0	5	0	12	2	9	4	41	4
No job	4	4	7	2	11	0	9	2	2	1	42	8
Geographic characteristics												
Region:												
Northeast	2	7	4	0	3	1	1	2	2	3	25	8
Northcentral	3	5	4	2	9	0	10	7	2	2	44	7
South	1	3	5	3	5	0	6	6	3	2	34	8
West	5	7	5	5	6	0	8	6	1	0	43	5
Type of community:												
Urban	3	5	5	2	6	0	6	3	3	2	35	7
Rural	2	8	4	3	5	0	8	14	0	2	48	8

organization, religious group, or individual instructor. As expected, non-housewives (16 percent) learned on-the-job more than housewives (two percent). Non-housewives were also somewhat more likely to use colleges.

Learners in the Northeast learned at home more than Learners in other regions. People in the West (who generally have more education) tended to use the school system, especially high schools or two-year colleges. People in the North Central part of the country used the school system the least, but, along with Westerners, used more of a variety of other locations than people in other regions. Forty-four percent of Learners in the North Central area and 43 percent of Learners in the West used one of the ten other locations, compared to 34 percent of Southerners and 25 percent of the Northeasterners.

Urban residents (27 percent) used the school system somewhat more than people in rural areas (20 percent), particularly four-year colleges or graduate schools. Rural Learners were more likely than urban people to use a variety of locations, most notably a government agency.

* * *

In summary, Would-Be Learners indicated a greater preference for the school system and a lesser interest in home and employer as sites for learning when compared with the sites actually used by the Learners. The reasons for these differences are not obvious; much of the discrepancy may be a result of different areas of learning involved. The greater incidence of home study by the Learners may be due to the wider involvement in hobbies and recreation on the part of the Learners, compared to the first choice interests of the Would-Be Learners.

It is also possible that the discrepancy between the preferences of the Would-Be Learners and the activities of the Learners represents either a lack of facilities or a lack of awareness of facilities. The fact that 45 percent of the Would-Be Learners express a preference for school sites while only 26 percent of the Learners use these sites may indicate that facilities are not available commensurate with the need.

BARRIERS TO LEARNING

Since the non-traditional movement seeks to facilitate adult learning through the use of maximally effective delivery systems for various populations, it is important to gain some understanding of the reasons people give for not being able to engage in further learning. In question 11 of the survey, the Would-Be Learners were asked to check all the reasons, from a list of 24, that "you feel are important in keeping you from learning what you want to learn." The percentages indicating each "barrier" are presented in Table 7.1.

For the total sample of Would-Be Learners, cost (53 percent), not enough time (46 percent), don't want to go to school full-time (35 percent), home responsibilities (32 percent), job responsibilities (28 percent), and amount of time required to complete program (21 percent) are the most frequently mentioned barriers.

Differences between men and women as to the relative importance of the barriers follows an expected pattern. Compared to women, men more often rate not enough time (53 vs 41 percent), job responsibilities (40 vs 19 percent), amount of time required to complete program (28 vs 15 percent), don't enjoy studying (11 vs six percent), and no place to study (11 vs four percent) as important barriers. The following are less frequently cited as important by men: cost (47 vs 58 percent), home responsibilities (21 vs 41 percent), too old (14 vs 20 percent), no child care (two vs 19 percent), not enough energy (six vs 12 percent), and no transportation (five vs 11 percent).

The relative importance of the various barriers changes substantially with age. About 60 percent of Would-Be Learners under 45 mention

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Table 7.1

Barriers to Learning
Percent of those interested in learning (N_w = 3001)

	1 Cost	2 Not enough time	3 Don't want full-time school	4 Home resp.	5 Job resp.	6 Time reqs. for program	7 Too old	8 Scheduling problems	9 No information	10 Attendance reqs.	11 Low grades in past	12 Courses not available
All respondents	53	46	35	32	28	21	17	16	16	15	13	12
Personal characteristics												
Sex:												
Male	47	53	34	21	40	28	14	15	16	15	12	12
Female	58	41	36	41	19	15	20	16	17	15	13	12
Age:												
18-24	64	34	44	26	31	19	3	17	20	16	24	14
25-29	64	43	30	41	23	24	9	15	18	12	16	12
30-34	60	54	37	50	31	23	6	18	22	14	12	9
35-44	56	52	36	34	29	21	18	20	15	15	8	14
45-54	34	53	29	25	29	20	31	10	13	17	7	11
55-60	36	40	34	22	23	19	42	14	11	15	7	8
Age X Sex:												
Male:												
18-24	54	38	44	14	41	26	4	14	20	18	26	14
25-29	56	53	29	30	33	33	13	14	14	9	13	13
30-34	54	62	33	37	48	29	2	22	24	21	13	7
35-44	51	58	35	21	42	28	13	21	13	14	9	15
45-54	31	63	25	20	42	27	21	9	13	16	4	12
55-60	37	37	36	10	27	27	43	12	16	7	6	8
Female:												
18-24	75	30	43	37	22	13	1	19	20	13	21	15
25-29	72	34	31	51	14	16	5	16	21	14	20	11
30-34	65	48	40	60	18	18	10	15	20	8	12	10
35-44	61	46	37	44	19	15	22	20	17	15	7	13
45-54	37	44	31	30	19	14	40	11	14	17	9	11
55-60	35	43	31	32	20	11	41	16	6	23	8	9
Race:												
White	53	49	36	34	29	21	18	16	16	14	12	12
Black	57	23	24	16	22	19	15	13	17	14	24	15
Race X Sex:												
Male:												
White	47	56	35	24	42	28	15	16	16	15	12	12
Black	41	25	28	2	24	35	12	8	16	11	24	20
Female:												
White	57	43	38	43	19	16	20	16	17	14	12	12
Black	70	21	21	27	21	6	18	16	19	17	23	11
Marital status:												
Single	58	32	39	6	26	21	6	18	20	19	22	13
Married	52	50	35	37	29	22	18	15	16	14	10	11
Widowed/divorced	60	27	26	27	25	15	28	12	18	13	16	16
Socio-economic characteristics												
Formal schooling:												
1-8 years	56	37	29	26	25	16	34	11	16	18	34	7
9-11 years	68	38	34	32	22	18	20	14	20	14	18	14
12 years	54	45	40	34	26	20	17	12	15	14	11	11
Some postsecondary	47	55	40	33	37	26	11	19	18	17	6	13
College grad +	38	59	22	32	34	25	8	25	14	10	0	14
Occupation:												
Unskilled/semiskld	62	40	34	24	30	17	19	13	20	15	22	14
Skilled	51	53	39	27	40	28	19	17	15	14	12	10
Sales/clerical	59	43	37	35	34	19	15	15	16	15	9	11
Small business	25	72	34	29	50	31	13	17	7	19	5	10
Prof/large bus	31	65	29	28	38	25	6	25	18	8	1	15
Housewife(female)	61	37	37	47	4	15	21	12	20	14	13	12
Non-housewife(fem)	58	46	36	39	30	15	17	19	17	14	12	11
Job status:												
Full-time employed	48	56	35	28	43	26	15	17	16	14	12	11
Part-time employed	53	34	36	27	19	14	19	17	19	16	16	14
No job	63	33	34	42	7	14	20	12	18	14	12	13
Geographic characteristics												
Region:												
Northeast	54	43	35	29	26	18	20	14	17	18	11	12
Northcentral	49	45	34	33	26	23	21	15	17	14	12	11
South	56	49	34	34	30	21	15	16	14	14	15	12
West	52	47	40	31	32	20	10	20	19	14	11	15
Type of community:												
Urban	52	47	34	32	28	20	18	16	15	15	11	11
Rural	57	44	37	34	29	23	16	16	21	15	18	15

Table 7.1 (continued)

Barriers to Learning
Percent of those interested in learning (N_w = 3001)

	13 No child care	14 Too much red tape	15 Not enough energy	16 Don't enjoy studying	17 No transp.	18 No place to study	19 Don't meet reqs.	20 Tired of school	21 No way to get credit	22 Don't know what to learn	23 Hesitate	24 Peers don't like it	25 Other, no response
All respondents	11	10	9	9	8	7	6	6	5	5	3	3	5
Personal characteristics													
Sex:													
Male	2	9	6	11	5	11	6	9	6	5	2	2	4
Female	19	12	12	6	11	4	6	4	5	5	4	3	5
Age:													
18-24	16	14	4	11	17	11	7	15	8	7	5	3	6
25-29	23	15	7	10	7	6	6	7	6	6	2	2	6
30-34	20	14	9	10	7	5	8	4	6	5	3	2	6
35-44	7	9	10	9	7	8		3	5	3	2	2	4
45-54	2	5	12	7	5	5	6	2	4	5	2	4	6
55-60	1	8	15	7	8	5	1	4	4	5	3	1	5
Age X Sex:													
Male:													
18-24	6	9	2	11	18	21	6	20	7	7	5	3	5
25-29	5	11	4	15	2	8	7	10	5	7	0	2	8
30-34	2	10	8	17	4	6	9	8	10	3	0	1	3
35-44	0	9	3	11	0	9	4	5	6	2	1	2	3
45-54	1	5	8	9	3	8	6	2	3	4	1	1	3
55-60	0	6	9	8	0	6	1	6	5	7	2	0	4
Female:													
18-24	26	18	6	12	15	2	8	11	9	6	5	4	6
25-29	39	16	6	5	11	4	5	4	7	5	3	1	5
30-34	34	14	10	5	8	5	6	1	3	7	5	3	8
35-44	13	8	17	7	13	7	5	2	4	4	3	2	3
45-54	3	6	16	4	6	2	6	2	4	6	3	7	8
55-60	2	11	21	5	15	4	1	1	2	4	4	2	7
Race:													
White	11	10	10	9	8	7	5	6	5	5	2	3	5
Black	19	12	7	4	14	14	10	8	7	7	6	0	7
Race X Sex:													
Male:													
White	2	9	6	12	4	10	5	8	6	5	1	2	4
Black	11	8	0	4	13	23	14	14	6	8	8	0	8
Female:													
White	18	11	13	7	11	4	6	4	5	5	4	4	6
Black	25	15	13	4	15	7	6	4	8	6	5	0	6
Marital status:													
Single	1	11	5	10	11	12	6	15	6	5	1	3	8
Married	12	10	10	9	6	7	6	4	5	4	3	3	5
Wid/div	11	15	12	8	22	4	7	9	8	6	0	0	6
Socio-economic characteristics													
Formal schooling:													
1-8 years	7	18	9	12	11	11	15	8	8	6	1	3	3
9-11 years	14	14	10	11	17	9	10	6	6	5	4	1	2
12 years	12	8	9	9	7	7	4	4	6	5	3	4	7
Some postsec	9	12	9	7	4	5	3	4	5	4	3	3	3
Col grad +	8	7	12	5	2	4	2	11	3	3	1	1	8
Occupation:													
Un-/semiskld	7	14	11	12	10	11	10	8	7	5	1	2	3
Skilled	3	12	7	12	4	9	6	8	8	7	2	1	5
Sales/cler	13	10	12	10	6	5	5	5	3	5	3	3	6
Sm business	3	6	5	7	0	10	1	5	3	0	3	1	3
Prof/l bus	5	5	10	4	1	5	1	10	3	3	1	0	6
Hswife (ten)	35	11	10	5	13	3	7	1	5	5	4	5	5
Hswife (non-hswife)	13	14	14	8	9	5	5	5	6	5	3	2	6
Job status:													
Full-t empl	5	10	9	11	3	8	6	7	6	4	1	1	5
Part-t empl	7	13	9	10	13	5	3	9	3	4	5	3	3
No job	22	10	10	5	15	6	7	3	5	5	3	5	7
Demographic characteristics													
Region:													
Northeast	9	10	10	9	9	4	5	9	5	8	4	2	5
Northcentral	13	8	10	8	11	7	7	6	5	6	3	4	5
South	10	13	10	9	7	10	7	5	7	3	2	2	5
West	13	10	7	9	6	5	2	7	7	4	2	2	6
Type of community:													
Urban	11	11	10	9	9	6	6	7	4	6	3	3	5
Rural	11	9	7	8	8	12	6	4	9	3	1	2	6

cost, compared to 35 percent of people 45 and over. Not enough time is less important for those under 25 years of age (34 percent, compared to 46 percent for the total sample). Low grades in the past decreases in importance with age, ranging from 24 percent for the 18-24 age group to seven percent for those 45 and over. Mention of the barrier, afraid that I'm too old to begin, naturally increases with the age of the respondent. No child care, too much red tape, no transportation, and tired of school are more frequently checked by the younger age group.

Age interacts with sex in expected ways. While the cost factor decreases in frequency for both sexes with age, it is much more widely consequential to female Would-Be Learners. Similarly, for either sex, home responsibility is more important in the 25 to 34 age group (35 percent for males and 55 percent for females). Job responsibilities remains constant for both sexes (but more important for males), except for males over 55 where its importance decreases. Availability of child care is relatively unimportant for males at all age levels (two percent) but is high for females until age 45.

Black women (70 percent) emphasize cost as a significant barrier. Not enough time is less important for Blacks (23 percent Blacks vs 49 percent whites). Home responsibilities is reportedly also less often important for Blacks, particularly for Black males (only two percent of Black males, compared to 32 percent of the total sample). Similarly, job responsibilities are less frequently mentioned by Black males as a barrier (24 percent Black males vs 42 percent white males). Black women and white women are, however, similar in the percent mentioning job responsibilities as a barrier (21 vs 19 percent). Low grades in the past is more frequently indicated by Blacks than whites (24 vs 12 percent).

As can be seen in Table 7.1, the relative frequency of the barriers varies in expected directions as a function of marital status. Cost is the most frequently mentioned deterrent for all Would-Be Learners, but such factors as not enough time, home responsibilities, and no child care are more important for married than single Would-Be Learners, with widowed/divorced respondents in between.

Differences as a function of educational level and occupation follow similar trends. Cost decreases in importance with educational and occupational level (64 percent of those without a high school diploma, compared to only 38 percent of college graduates, mention cost as a barrier). Not enough time is indicated by 38 percent of the sample without a high school diploma, but by 59 percent of college graduates. Low grades in the past is seen as a deterrent by those with little education or in lower level jobs.

Housewives, compared to non-housewives, mention job responsibilities and not enough time less frequently and home responsibilities and no child care more frequently; the two groups are quite similar in terms of the other barriers, however.

There are few differences in perceived barriers to adult learning according to the geographic factors considered.

* * *

In reviewing the relative frequency of the 24 barriers, aside from cost, the important barriers seem to relate to the time factor. Not enough time, don't want to attend school full-time, job responsibilities, and home responsibilities all seem to be ways for the respondent to indicate that his present life situation does not leave enough free time for

learning activities. Whether this is realistic or a rationalization, one really cannot say, but available time is certainly widely reported as a deterrent to acting on learning desires. It may be that considerations of cost and time are often socially acceptable reasons for not engaging in learning -- representing in a sense convenient excuses.

TIME AND COST FACTORS

In the first half of this section, we briefly consider several questions relating to scheduling, time, and cost preferences for Would-Be Learners. This is followed by data on the reality of these matters for the actual Learners.

Time and Cost for Would-Be Learners

The Would-Be Learners were asked to indicate which of 11 scheduling alternatives they would prefer in pursuing their learning interests. As can be seen in Table 8.1, the most popular options are two or more evenings a week (26 percent) or one evening a week (23 percent). The traditional view of part-time study as evening classes clearly still predominates. Weekend study is definitely not a frequent preference, nor is summer study.

In another question the Would-Be Learners selected one of seven options, ranging from less than one month to more than two years, to indicate how long they would like to continue their training or study (Table 8.2). Surprisingly, at least to us, the respondents report little interest in the shortest option -- less than one month -- cited by only two percent of the respondents. Each of the other time options, except seven to nine months, is selected by between 15 and 19 percent of the sample. Would-Be Learners are generally willing to spend substantial amounts of time to pursue their learning interests.

Question ten in the survey dealt with the amount of money adults would be willing to spend toward learning some topic; the item presented five choices, ranging from nothing to more than two hundred dollars (Table 8.3). Twenty-three percent would be unwilling to pay anything

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Table 8.1

Schedule of Classes, Training Sessions, or Study Time Desired by Would-Be Learners
Percent of those interested in learning (N_w = 3001)

One evening a week	23
Two or more evenings a week	26
One morning or afternoon a week	6
Two or more mornings or afternoons a week	11
One full day a week	2
Two or more full days a week	9
One weekend day a week	2
Both weekend days a week	0
One or two evenings a week plus occasional weekends	8
One or two evenings a week plus one or two weeks during the summer	4
Two weeks to a month during the summer	2
Other time	4
No response	4

Table 8.2

Amount of Time Would-Be Learners are Willing to Spend on Learning
Percent of those interested in learning (N_w = 3001)

Less than one month	2
One to three months	15
Four to six months	17
Seven to nine months	5
Nine months to a year	17
One to two years	17
More than two years	19
No response	7

Table 8.3

Cost Would-Be Learners are Willing to Pay for Course or Learning Activity
Percent of those interested in learning (N_w = 3001)

Nothing	23
Less than $50	30
Between $50 and $100	20
$100 to $200	9
More than $200	13
No response	6

for a course, another 30 percent would pay no more than fifty dollars, and a sizable percentage (42 percent) are willing to pay between fifty and two-hundred dollars.

Time and Cost for Learners

Question 21 asked the Learners how much time they devoted to their learning activity (Table 8.4). Nineteen percent reported spending less than two hours a week, 33 percent spent two to four hours a week, and 44 percent five or more hours a week.

On the question dealing with length of the course taken (Table 8.5), 37 percent of the Learners reported their learning activity lasted three months or less while 30 percent reported their study extended over nine months or longer.

The Learners were also asked (question 23) whether they had completed the course, were still taking the course, or had dropped the course (Table 8.6). Almost half (49 percent) had completed the course, 33 percent reported work still in progress, and only ten percent said they had dropped the course.

The distribution of responses to these three questions suggests a generally high level of learning involvement, somewhat higher than was perhaps anticipated. We are particularly impressed with the low rate of discontinuing a course of study once it is begun.

An additional question (item 24) asked the Learner how the course was financed (Table 8.7). Thirty-one percent said the course was free, 39 percent said they or their family paid for it, and 18 percent said that costs were assumed by their employer. It is interesting to note that roughly half of adult learning activities take place at no direct financial cost to the learner himself.

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Table 8.4

Hours a Week on the Average Spent on Course or Learning Activity
Percent of those who participated in learning (N_w = 1207)

Less than two hours a week	19
Two to four hours a week	33
Five or more hours a week	44
No response	4

Table 8.5

Amount of Time Spent on Course or Learning Activity
Percent of those who participated in learning (N_w = 1207)

Less than one month	12
One to three months	25
Four to six months	16
Seven to nine months	9
More than nine months	30
No response	8

Table 8.6

Course of Learning Activity Completed by Learners
Percent of those who participated in learning (N_w = 1207)

Yes, completed course	49
No, still taking course	33
No, stopped taking course	10
No response	8

Table 8.7

Source of Payment for Course or Activity Learned
Percent of those who participated in learning (N_w = 1207)

Course was free	31
Myself or family	39
Employer	18
Other	4
No response	7

REPORTING AND GUIDANCE

In this section we discuss the somewhat unrelated matters of "reporting need" -- that is, whom the Would-Be Learner wishes to inform about his learning -- and to whom the individual would go for information and advice about adult learning activities.

Question 12 attempted to determine the reporting needs of the Would-Be Learners.* As is shown in Table 9.1, 53 percent of the respondents indicate wanting accomplishments to be reported to themselves; 38 percent indicate family; 27 percent, friends. It is interesting that so few people would care to have the results of their work reported to external agencies. Thus, 30 percent mention possible employers and 20 percent, present employer. No other option attracted as many as 15 percent of the respondents. There is seemingly a tendency for Would-Be Learners to think of learning activities more as ends in themselves rather than as a means to some external objective.

Question 13 was an attempt to determine guidance preferences with respect to eight common kinds of guidance needs. Table 9.2 lists the eight guidance needs and the five sources of guidance. The traditional counselor at a school or college is chosen most frequently for all guidance needs except for information about paying for studies and employment possibilities. It is perhaps somewhat significant that counselors are not mentioned more often regarding either employment possibilities or uses of training or study.

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* "If you were to complete the area of learning you listed (as first choice), would you want to have any of the agencies or persons listed below informed about your completion of or achievement in this activity?"

Table 9.1

Reporting Needs of Would-Be Learners
Percent of those interested in learning (N_w = 3001)

One or more universities, colleges, or other schools	10
My employer	20
Possible employers	30
One or more government agencies	12
Award granting agencies for scholarships, grants	7
A licensing agency	13
Certain teachers or professors	6
Certain people in my community	10
My family	38
My friends	27
Myself	53
Other	1
No response	12

Table 9.2

Guidance Preferences of Would-Be Learners
Percent of those interested in learning (N_w = 3001)

	Counselor at a school or college	Counselor at social, government or community agency	Employer	Friends or family	Nobody	No Response
Information/Advice Needed						
Availability of educational programs	39	16	5	8	17	15
Paying for studies	15	15	7	22	24	17
Enrollment procedures	46	14	2	5	16	17
Planning a degree program	38	6	2	5	31	19
Choosing a course	35	9	2	12	24	17
Improving study habits or techniques	39	8	2	8	26	18
Employment possibilities as a result of training	16	17	19	5	25	17
Uses of training or study	24	15	12	7	23	18
Other	2	1	1	1	12	84

DESIRE FOR DEGREES

The final topic to be considered concerns the extent to which the adult population aspires to formal certification or degrees. In question 16, all respondents were asked to respond to eight options (ranging from "none" to "doctoral degree") to indicate all the certificates or degrees they would like to get in the next ten years. The responses are listed in Table 10.1.

For the total sample, 39 percent indicate no interest in formal recognition; 22 percent would like to get a certificate or license, 16 percent a high school diploma, 12 percent a BA degree, nine percent an AA degree, eight percent an MA degree, and four percent a PhD degree. These percentages are based on the total sample of respondents. The percentages of Would-Be Learners and Learners indicating no desire for a certificate or degree drop from 39 to 28 percent with a small rise in proportions choosing each degree option.

While these data can not be translated into projections of the "demand" for certificates or degrees, they do indicate the heterogeneity of the population regarding educational aspirations. Even considering the actual Learners, almost three in ten express no desire for formal degree status. (Of course, many of these may have already achieved the degree they desire.) Thus, between 60 and 70 percent of the adult population would like some kind of additional degree or certificate. The delivery system of adult education must appeal to a diversity of needs with respect to degrees and formal recognition.

Table 10.1
Desire for Degrees or Certificates in the Next Ten Years
Percent of all respondents (N_w = 3910)

None	39
High school diploma	16
Certificate or license needed for an occupation, such as electrician, beautician, real estate salesman	22
Two-year college degree	9
Four-year college degree	12
Master's degree	8
Doctoral degree	4
Other	1
No response	6

SUMMARY

In order to describe some of the dimensions of adult learning interests and activities in mid-1972, a 14-page questionnaire was distributed to a national sample of 3,910 Americans between the ages of 18 and 60. The purpose of this report was to set forth the essential findings from that survey.

Most of the results are presented separately for two subgroups delineated out of the total survey sample. The first, the "Learners," are all the respondents who reported having received instruction in some topic in the past year. Some 30 percent of the survey sample comprised the subgroup of Learners; that is, almost one in three American adults is actually engaged in some form of part-time learning.* The Learners tend to be relatively young, well-educated, of high occupational level, and to live in urban areas.

The second subgroup, called the "Would-Be Learners," are all the people surveyed who indicate interest in some kind of further learning. This group amounted to over three quarters (77 percent) of the sample; in other words, roughly three out of every four American adults express interest in engaging in some sort of learning.

To understand the content of learning interests -- what subjects people would like to study or learn about -- the Would-Be Learners were asked to indicate (1) all the topics they are interested in, and (2) the one subject they would "most like" to learn. In terms of the first index -- "any interest" -- the most frequently cited topic was investment, followed

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* Full-time students were excluded from all the statistical analyses.

closely by sports and games, crafts, sewing and cooking, business skills, gardening, and physical fitness -- all cited by at least 26 percent of the Would-Be Learners. When it comes to first choice, however, various vocationally-related subjects are clearly the most widely desired (the first choice of some 43 percent of the Would-Be Learners).

There are substantial differences in the patterns of learning interests according to sex, age, race, educational and occupational levels, urban vs rural residence, and region of the country. For example, compared to men, the interest of women in continued learning persists more widely into the older age brackets; Blacks, compared to whites, are more interested in vocational subjects and less interested in avocational topics; Westerners appear to be more interested in adult education than people living elsewhere in the country.

Among the actual Learners, on the other hand, it was hobbies and recreation, by a sizable margin, that proved to be the most popular adult education field; one in four of the Learners reported participation in hobbies and handicrafts activities, and 13 percent were involved in sports and recreation activities. Vocational topics followed second. College level and graduate level work was further down in the ranking, reportedly engaged in by 11 and five percent of the Learners respectively.

In general, there were substantial differences in subjects studied according to sex, age, race, marital status, housewife vs non-housewife status, educational and occupational level, urban vs rural residence, and region of the country.

A comparison of the content-of-learning results with similar data from a study conducted ten years ago* suggests a modest trend toward increased involvement in avocational learning on the part of American adults over the past decade.

A majority of the Learners received no formal credit of any kind for their learning activities; 15 percent received a certificate of satisfactory completion; 18 percent received some kind of formal credit, including seven percent earning college degree credit. Among the Would-Be Learners, 42 percent express a desire for some form of credit; 17 percent would wish to receive credit toward a college degree.

Judging from their self-reports, the chief reasons Americans engage in adult learning are intrinsic -- "desire to know" about a subject area and "personal fulfillment." Pragmatic reasons are reported less often. Most adults, in short, seem to study for reasons other than to "get ahead" in some sense. There are, however, marked differences in reasons for learning depending on age, race, marital status, housewife vs non-housewife status, and occupational level.

New methods for learning is one of the hallmarks of the non-traditional "movement." The survey reveals a wide variety of preferences; traditional methods such as lectures and classes and on-the-job training are (the most) popular, though not overwhelmingly so. Significantly, there is presently rather little interest in such "new" media as television and tape cassettes as vehicles for adult learning. Among the actual Learners, twice as many used conventional lectures/classes as any other learning mode. "Study on my own"/no formal instruction and

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* Johnstone and Rivera (op. cit.).

on-the-job training were the other most frequently used methods.

With regard to preferred location for learning, 45 percent of the Would-Be Learners express a preference for a campus setting; ten percent prefer home study, and five percent indicate an employer; the rest are divided among various other sites. Among the Learners, one in four reported learning at a school setting; home study and employer were the next most frequently reported locations.

Cost and time considerations are overwhelmingly cited as the chief barriers to further learning; roughly half of all the Would-Be Learners indicate cost (of books, learning materials, child care, transportation, and tuition) to be a deterrent, and at least a third report that not enough time, amount of time required to complete a program, and home responsibilities are important barriers. This said, however, there are differences in perceived barriers according to the sex, age, and race of the respondent.

A majority of adults prefer their learning activities to be scheduled in the evening; that is, half of the respondents want to schedule classes or study time for one or two evenings a week; another 12 percent would spend one or two evenings a week plus an occasional weekend or a week in the summer. Would-Be Learners seem willing to spend substantial amounts of time to pursue their learning interests -- over half indicate they would spend at least nine months on their (first choice) learning interest.

Nearly half (44 percent) of the Learners devoted five hours or more per week to their studies. Eighty percent of the Learners spent at least one month (30 percent, more than nine months) on their subject or skill. Very few reported terminating their learning activity before it was completed.

Almost half (42 percent) of American adults report a willingness to spend over 50 dollars for some particular learning activity. Among the Learners, roughly half indicate their learning activity took place at no direct financial cost.

With regard to reporting needs of the Would-Be Learners, over half would have accomplishments reported simply to themselves. The most frequently mentioned options other than "myself," "my family," and "my friends" are possible employers (30 percent) and present employer (20 percent). The Would-Be Learners most frequently indicate they would go to a counselor at a school or college for information and advice about learning activities.

Finally, two in five of all respondents in the survey report they plan to get no educational degree or certificate in the next ten years. A certificate or license needed for an occupation is desired by the largest number of respondents (22 percent); a high school diploma and college degrees are less frequently mentioned.

* * *

We have sought through this survey to assemble information bearing on a number of critical issues for adult education in America -- and, in particular, for the emerging "non-traditional" thrust in adult learning. The survey data presented may in a sense be regarded as a broad definition of the market for adult learning in America.

We leave it to others to delineate policy alternatives, to plan and implement programs, and to evaluate and renew -- all toward beginning to fashion something of a new era in adult education in a nation committed to the life-long learning of its people.

Commission on Non-Traditional Study

SURVEY

OF

ADULT LEARNING

The purpose of this survey is to find out what kinds of things people are learning or wish to learn outside of full-time schooling.

There are many explorations now going on to find ways of bringing education to more and more people. Your answers to this questionnaire will help us in making recommendations to educators, government officials and business men regarding wider opportunities for learning for all Americans.

The information for this study is being collected by Response Analysis Corporation as part of the efforts of the Commission on Non-Traditional Study, a national education group supported by the Carnegie Corporation.

You were chosen as part of a carefully selected national sample of adults. Your answers, therefore, are important in making the survey results as accurate as possible.

In responding to this survey, you will be asked to circle one or more choices for about 35 questions. The questions are easy to answer, and the survey should take only a short time to complete.

The information you give will be held in the strictest confidence. Your own answers will not be identified in any way.

Thank you for your cooperation.

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SECTION I

In this section, we want to find out about your interest in learning new things.

1. Is there anything in particular that you'd like to know more about, or would like to learn how to do better? If yes, circle 1; if no, circle 2.

1. Yes - *go on to Question 2*

2. No - *please skip to Section II, Question 14, page 9*

2. Listed below is a wide variety of subjects and skills which people might wish to study or learn. If you had your choice, and didn't have to worry about cost or other responsibilities, which ones interest you enough to spend a fair amount of time on them? Circle the numbers next to *all* the subjects or areas on this page and the next which you would be interested in learning.

AREAS OF LEARNING

1. Agriculture, farming
2. Architecture
3. Basic education, such as reading, basic math, writing
4. Biological sciences, such as biology, botany
5. Business skills, such as typing, accounting, bookkeeping

6. Child development, such as parenthood, child care
7. Citizenship, Americanization
8. Commercial art, such as design, fashion
9. Community problems and organizations
10. Computer science, such as data processing, programming

11. Consumer education, such as buying, credit
12. Cosmetology, such as beauticians
13. Crafts, such as weaving, pottery, woodworking
14. Creative writing
15. Education, teacher training

16. Engineering
17. English language training
18. Environmental studies, such as ecology, conservation
19. Fine and visual arts, such as art, photography, filmmaking
20. Flight training

21. Gardening, flower arranging
22. Great Books
23. Home repairs
24. Humanities, such as literature, philosophy, art/music appreciation
25. Industrial trades, such as welding, carpentry, electronics

Please continue on next page.

AREAS OF LEARNING (Continued)

26. Investment, such as money, finance
27. Journalism
28. Languages, such as French, German, Chinese
29. Law
30. Management skills, such as business administration, hotel management

31. Medical technology, such as x-ray technician, dental assistant
32. Medicine, dentistry
33. Nursing
34. Occult sciences, such as astrology, tarot
35. Performing arts, such as dance, music, drama

36. Personal psychology, such as encounter groups, psychology of everyday life
37. Physical fitness and self defense, such as exercises, karate
38. Physical sciences, such as physics, math, chemistry, astronomy
39. Public affairs, such as current events, world problems
40. Public speaking

41. Religious studies, such as Bible, yoga, meditation
42. Safety, such as first aid, water safety
43. Salesmanship
44. Sewing, cooking
45. Social sciences, such as ethnic studies, economics, government

46. Sports and games, such as golf, bridge, swimming, boating
47. Technical skills, such as auto mechanics, t.v. repair, drafting
48. Travel, living in foreign country
49. Other, please specify_____

_____

3. Of the areas listed in question 2, which would you *most like* to study or learn? Please write in the names or numbers of your first, second, and third choices in the spaces below.

First Choice_____

Second Choice_____

Third Choice_____

Please answer Questions 4 through 10 by thinking about the area you listed first in Question 3.

4. Would you like to get credit toward a degree or some other certificate of satisfactory completion for learning this area? Circle *one* of the following numbers.

1. No, doesn't matter, don't care
2. Certificate of satisfactory completion
3. Credit toward high school diploma
4. Credit toward skill certificate or license

5. Credit toward a two-year college degree (AA)
6. Credit toward a four-year college degree (BA)
7. Credit toward an advanced degree (MA, PhD)
8. Other, describe_____

_____

5. There are many ways in which people can take a course of study. How would you want to learn this area if you could do it any way you wanted? Circle the *one* which best describes how you would like to study this field.

1. Lectures or classes
2. Short term conferences, institutes or workshops
3. Individual lessons from a private teacher
4. Discussion groups, informal book club or study group

5. Travel-study program
6. On-the-job training, internship
7. Correspondence course
8. T.V. or video cassettes

9. Radio, records, or audio cassettes
10. Work on a group action project
11. Study on my own, no formal instruction
12. Other, please specify_____

_____

6. There are many places people can go to study or learn. Where would you want to go to learn the area you chose first in Question 3? Circle *one* choice.

1. Public high school, day or evening
2. Public two-year college or technical institute
3. Private vocational, trade or business school
4. Four-year college or university
5. Graduate school

6. Community run "free school"
7. Business or industrial site
8. Employer
9. Religious institution or group
10. Community or social organization, such as YMCA

11. Correspondence school
12. Government agency (federal, state or local)
13. Library or other cultural institution, such as a museum
14. Fine or performing arts or crafts studio
15. Recreational or sports group

16. Individual instructor
17. Home
18. Other, describe_____

7. How often would you want to attend classes, training sessions, or study on your own? Circle *only one*.

1. One evening a week
2. Two or more evenings a week
3. One morning or afternoon a week
4. Two or more mornings or afternoons a week
5. One full day a week
6. Two or more full days a week
7. One weekend day a week
8. Both weekend days a week
9. One or two evenings a week plus occasional weekends
10. One or two evenings a week plus one or two weeks during the summer
11. Two weeks to a month during the summer
12. Other, specify_____

8. How long would you want to continue your training or study in this area? Circle *only one*.

1. Less than one month
2. One to three months
3. Four to six months
4. Seven to nine months

5. Nine months to a year
6. One to two years
7. More than two years

9. Still thinking of your first choice in Question 3, how important is *each* of the following reasons to you for wanting to learn the area? Respond in columns A, B, or C for each reason listed below. Please circle *one* number in each row.

	A Not at all Important	B Somewhat Important	C Very Important
Help get a new job	1	2	3
Help to advance in present job	1	2	3
Become better informed, personal enjoyment and enrichment	1	2	3
Meet new people	1	2	3
Meet requirements for getting into an educational program	1	2	3
Be a better parent, husband or wife	1	2	3
Get away from the routine of daily living	1	2	3
Work toward certification or licensing	1	2	3
Better understand community problems	1	2	3
Be better able to serve my church	1	2	3
Meet the requirements of my employer, profession or someone in authority	1	2	3
Become a more effective citizen	1	2	3
Work toward a degree	1	2	3
Learn more about my own background and culture	1	2	3
Feel a sense of belonging	1	2	3
Curiosity, learn for the sake of learning	1	2	3
Become a happier person	1	2	3
Work toward solutions of problems such as discrimination and pollution	1	2	3
Get away from personal problems	1	2	3
Improve my spiritual well-being	1	2	3
Other_____	1	2	3

10. If there were a charge for this course or activity, how much would you be willing to pay?

1. Nothing
2. Less than $50
3. Between $50 and $100
4. $100 to $200
5. More than $200

11. Many things stop people from taking a course of study or learning a skill. Circle *all* those listed below that you feel are important in keeping you from learning what you want to learn.

1. Cost, including books, learning materials, child care, transportation, as well as tuition
2. Not enough time
3. Amount of time required to complete program
4. No way to get credit for a degree
5. Strict attendance requirements
6. Don't know what I'd like to learn or what it would lead to
7. No place to study or practice
8. No child care
9. Courses I want aren't scheduled when I can attend
10. Don't want to go to school full-time
11. No information about places or people offering what I want
12. No transportation
13. Too much red tape in getting enrolled
14. Hesitate to seem too ambitious
15. Friends or family don't like the idea
16. Home responsibilities
17. Job responsibilities
18. Not enough energy and stamina
19. Afraid that I'm too old to begin
20. Low grades in the past, not confident of my ability
21. Don't meet requirements to begin program
22. Courses I want don't seem to be available
23. Don't enjoy studying
24. Tired of going to school, tired of classrooms
25. Other, describe_____

_____

12. If you were to complete the area of learning you listed first in Question 9, would you want to have any of the agencies or persons listed below informed about your completion of or achievement in this activity? Circle *as many* as you want to know about your study or training.

1. One or more universities, colleges, or other schools
2. My employer
3. Possible employers
4. One or more government agencies

5. Award granting agencies for scholarships, grants
6. A licensing agency
7. Certain teachers or professors
8. Certain people in my community

9. My family
10. My friends
11. Myself
12. Other, please describe _____

13. People often need information and advice before beginning a course of study or during a course. Some people find it most helpful to talk with professional counselors at a school or college or at a community, government or social agency. Others would rather talk with employers, friends or members of their family. With whom, if anybody, would you want to discuss *each* one of the matters listed below? Respond in columns A, B, C, D, or E for each kind of problem. Please circle *one* number in each row.

	A Counselor at a school or college	B Counselor at social, government or community agency	C Employer	D Friends or family	E Nobody
Availability of educational programs	1	2	3	4	5
Paying for studies	1	2	3	4	5
Enrollment procedures	1	2	3	4	5
Planning a degree program	1	2	3	4	5
Choosing a course	1	2	3	4	5
Improving study habits or techniques	1	2	3	4	5
Employment possibilities as a result of training	1	2	3	4	5
Uses of training or study	1	2	3	4	5
Other, please describe	1	2	3	4	5

SECTION II

Now we are interested in your actual educational experiences.

14. Are you enrolled in school or college at the present time?

1. Yes, full-time
2. Yes, part-time (half-time or less)
3. No

15. Circle the *one* item below that shows the amount of formal education you have had.

1. Eight years of school or less
2. One to three years of high school
3. High school diploma
4. Business or trade school

5. One year of college
6. Two years of college
7. Two-year college degree
8. Three years of college

9. Four-year college degree
10. Some graduate or professional school
11. First post graduate degree (law degree, MA, MSW)
12. Doctorate degree (PhD, MD,EdD)

16. If you had the oportunity, what educational degrees or certificates would you like to get in the next ten years? Circle *all* those you want.

1. None
2. High school diploma
3. Certificate or license needed for an occupation, such as electrician, beautician, real estate salesman
4. Two-year college degree (AA)

5. Four-year college degree (BA)
6. Master's degree (MA)
7. Doctoral degree (PhD, MD, etc.)
8. Other, please specify_____

_____

17. Within the past 12 months, have you received (or are you receiving) instruction in any of the following subjects or skills? Please include evening classes, extension courses, correspondence courses, on-the-job training, private lessons, independent study, T.V. courses or anything else like that. Please do not include subjects you have studied as a full-time student. Circle *all* that apply.

1. Adult basic education, such as reading, basic math
2. Citizenship, Americanization
3. Agriculture, farming
4. High school level courses

5. College level courses
6. Graduate level courses
7. Technical and vocational skills, such as typing, auto mechanics
8. Managerial skills, such as hotel management, business administration

9. Professional skills, such as law, teaching, medicine
10. Civics and public affairs, such as consumer education, ecology
11. Religion, such as Bible study, ethics, meditation
12. Safety, such as first aid, water safety

13. Home and family living, such as home repairs, gardening, child care
14. Personal development, such as personality, physical fitness
15. Hobbies and handicrafts, such as photography, weaving, music
16. Sports and recreation, such as bridge, boating, golf

17. Other, describe_____

If you circled one or more of the areas in Question 17, please answer Questions 18 through 25; if you circled none of the areas, please skip to Section III, Question 2 page 18.

18. Consider the area circled in Question 17 on which you spent the most time in the past 12 months. How was this course or activity conducted? Circle the *one* which best describes how you learned this area.

1. Lectures or classes
2. Short term conferences, institutes or workshops
3. Individual lessons from a private teacher

4. Discussion groups, book club or study group
5. Travel-study program
6. On-the-job training, internship
7. Correspondence course
8. T.V. or video cassettes
9. Records or audio cassettes

10. Work on a group action project
11. Study on my own, no formal instruction
12. Other, please specify_____

_____

19. Where did you go for this course or activity? Circle *only one*.

1. Public high school, day or evening
2. Public two-year college or technical institute
3. Private vocational, trade or business school
4. Four-year college or university
5. Graduate school

6. Community run "free school"
7. Business or industrial site
8. Employer
9. Religious institution or group
10. Community or social organization, such as YMCA

11. Correspondence school
12. Government agency (federal, state or local)
13. Library or other cultural institution, such as museum
14. Fine or performing arts or crafts studio
15. Recreational or sports group

16. Individual instructor
17. Home
18. Other, please describe_____

_____

20. What kind of credit did you get (or do you expect to get) from this course or activity?

1. No formal credit
2. Certificate of satisfactory completion
3. Credit toward high school diploma
4. Credit toward a skill certificate or license

5. Credit toward a two-year college degree (AA)
6. Credit toward a four-year college degree (BA, BS)
7. Credit toward an advanced degree (MA, PhD, etc.)
8. Other, please specify_____

_____

21. How many hours a week on the average did you devote to this course or activity?

1. Less than two hours a week
2. Two to four hours a week
3. Five or more hours a week

22. How long did this course or activity run?

1. Less than one month
2. One to three months
3. Four to six months
4. Seven to nine months
5. More than nine months

23. Did you complete this course or activity?

1. Yes
2. No, still taking course
3. No, stopped taking course

24. Who paid for this course or activity?

1. Course was free
2. Myself or family
3. Employer
4. Other, describe_____

25. Why did you take this course or activity? Circle *all* that apply.

1. Help get a new job
2. Help to advance in present job
3. Become better informed, personal enjoyment and enrichment
4. Meet new people
5. Meet requirements for getting into an educational program
6. Be a better parent, husband or wife
7. Get away from the routine of daily living
8. Work toward certification or licensing
9. Better understand community problems
10. Be better able to serve my church
11. Meet the requirements of my employer, profession or someone in authority
12. Become a more effective citizen
13. Work toward a degree
14. Learn more about my own background and culture
15. Feel a sense of belonging
16. Curiosity, learn for the sake of learning
17. Become a happier person
18. Work toward solution of problems, such as discrimination or pollution
19. Get away from personal problems
20. Improve my spiritual well-being
21. Other, please describe_____

_____

SECTION III

Background Information

26. Here are some reasons people have given for not taking more courses or instruction. Circle *all* those reasons that apply to you.

1. I'd be interested in taking some type of course, but there's nothing like that available around here.
2. The courses I've heard about sound pretty dull.
3. I can learn all I need to know without taking courses to do it.
4. I'm much too busy with other things right now, and just wouldn't have the time.
5. I'm interested in a lot of things, but I really don't enjoy studying.
6. Right now, I just couldn't afford it.
7. I've never thought about taking a special course.
8. Other, please describe_____

_____

27. Indicate your sex

1. Female
2. Male

28. Your age

1. Under 25
2. 25-29
3. 30-34
4. 35-44
5. 45-54
6. 55 and over

29. Your race

1. White
2. Black, Negro
3. Latin-American, Chicano, Puerto Rican
4. Asian, Oriental
5. Native American, American Indian
6. Other, please specify_____

30. What is your marital status?

1. Single
2. Married
3. Widowed
4. Divorced, separated

31. How many children, 17 years or younger, do you have?

1. One
2. Two
3. Three
4. Four
5. Five or more
6. None

32. Approximately what was the combined income of you and your spouse (if married) last year (before taxes)?

1. Less than $3,000
2. $3,000 to $4,999
3. $5,000 to $6,999
4. $7,000 to $7,999
5. $8,000 to $9,999
6. $10,000 to $14,999
7. $15,000 to $24,999
8. $25,000 and over

33. Did you have any paid job as of May 15, 1972?

1. Yes, a full-time job
2. Yes, a part-time job
3. No

34. Please write in below a short description of the kind of work you usually do (for example: electrical engineer, stock clerk, typist, student, homemaker).

_____

_____

Thank you very much for your help.

WEIGHTING PROCEDURES

A statistical weighting procedure was necessary to adjust selection probabilities in such a way as to render the final weighted sample as representative of the entire population as the weighting basis would permit. The weighting procedure imputed the average responses of a given group of people to a group of unsampled or nonrespondent people who were "like" them with respect to the weighting variables, and thus made proper adjustment for under- and overrepresented segments of the population. Three steps were used in the calculation of a weight for each completed questionnaire.

First, an adjustment was made for each household at which one or more questionnaires were completed. With a sampling plan that used the housing unit as the basis for identifying potential respondents and which required that no more than two questionnaires be completed within each household, people in large households were underrepresented in the sample, relative to people in small households. The weight computed for each respondent from a given household was:

$$\frac{\text{Number of eligible respondents in the household}}{\text{Number of completed questionnaires from the household}}$$

This adjustment gave more weight to respondents from large households than to respondents from homes where only one or two persons live.

Second, there are disproportional differences in selection probabilities among various parts of the country. For example, people living in rural areas or apartment complexes in central cities are often harder to contact and identify than people in suburban homes and are thus less likely to be asked to complete questionnaires. An adjustment was needed

to give more weight to responses of people from areas where households were undersampled. Since the 144 locations sampled for this survey were well-dispersed nationally and included a variety of geographic regions, community sizes, and locations within communities, a weight was computed for each respondent from a given sample location, as follows:

$$\frac{\text{Number of households with one or more eligible respondents}}{\text{Number of households with one or more completed questionnaires}}$$

Third, adjustments were made on the basis of the respondent's sex, age, race, and educational attainment. The demographic characteristics of the sample (weighted by the product of the household and location weights) were compared with those of the general American population aged 18 to 60 (1970 census data). Questionnaire completion percentages were found to be higher for women than for men, higher for white respondents than for Blacks, higher for younger white women (under 45) than for older white women (45 to 60), highest for persons who had been to college, and somewhat higher for high school graduates than for those who had not graduated from high school. Weights computed for the respondent subgroups were inversely proportional to the census percentages and were designed to make the sample comparable to the general American adult population, exclusive of full-time students. These weights ranged from a low of 0.45 for white women under 45 who had been to college to a high of 2.20 for Black men who had not graduated from high school.

The final weight assigned each completed questionnaire was the product of the household, sample location, and respondent characteristic weights. This weighting procedure provided a weighted sample size (N_w) of 3,910 from the 1,983 completed questionnaires. The weighted N of 3,910 is the basis for all calculations in this report.